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ABSTRACT

This report presents information on the third year (1986-87) of the third cycle of Rockland Community College's (RCC) Special Services Project, a program providing remedial and English as a Second Language (ESL) instruction, counseling, and tutorial services for educationally and economically disadvantaged students. The report examines the characteristics of the program's 282 ESL and 93 basic skills participants, the sites at which courses and services were offered, the program's competency assessment and placement system, curricular changes implemented during the year, and counseling services. In addition, the report lists the staff development activities of program personnel and offers a summative project evaluation, concluding that the project serves students with moderate skill deficiencies well, but that some students need support beyond that which is currently provided by the project and the college. Appendixes, which form the greater part of the document, include: (1) RCC's Competency Assessment Policy; (2) the 1986-87 needs assessment report; (3) a sample contract for educational services; (4) a college skills taxonomy; (5) tutorial reports; and (6) proposals for seminars/courses in "Understanding Human Behavior," "College Skills I, II, and III," "Relaxation and Stress Reduction," "Personal and Interpersonal Growth," and "Occupational Awareness." (EJV)

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SPECIAL SERVICES REPORT

ROCKLAND COMMUNITY COLLEGE

1986 - 1987

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PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College provides supplemental instructional, counseling and tutorial services for a minimum of 375 students enrolled in College Skills (CS) courses and English As A Second Language (ESL) courses who enter the College with the most severe educational and economic needs. College Skills and English As A Second Language courses are offered as a part of the comprehensive remedial/developmental services (instructional, counseling, tutorial) at the College. This report focuses on the third year of the third cycle of the project - 1986-1987. Throughout this report reference will be made where appropriate to information contained in the report, "Special Services Project, Rockland Community College, 1977-1980" which is a comprehensive longitudinal study of student performance during the first cycle of the project, the report, "Special Services Project, Rockland Community College, 1980-1981", the report, "Special Services Project, Rockland Community College, 1981-1982", the report, "Special Services Project, Rockland Community College, 1983-1984", the report, "Special Services Project, Rockland Community College, 1984-1985," and the report, "Special Services Project, Rockland Community College, 1985-1986." These reports are now included in ERIC. (See Bibliography).

The specific objectives of the Special Services Project are as follows:

1. 74% of the project students will achieve a minimum score of 25 on the Reading Comprehension Section of the Descriptive Tests of Language Skills which is administered as part of the English Placement Examination and which is the criterion level for entry into the mainstream of the College.

2. 74% of the project students will achieve a minimum score of 6 on the writing sample which is administered as part of the English Placement Examination and which is the criterion level for entry into the mainstream of the College.

3. 60% of the project students enrolled in Mathematics Skills will achieve 100% mastery on each of nineteen arithmetic skills areas, which makes them eligible for the entry level mathematics course in the Mathematics Department.

4. 74% of the project students will demonstrate improvement in academic coping skills (study skills, attitudes, motivation) by having successfully completed their contracts for the counseling seminars and receiving a passing grade in each course.

5. 68% of the project students will remain in good academic standing at the College and will receive an associate degree or certificate or will transfer to another institution to complete their college degree.

A description of the processes utilized in meeting these objectives is contained in Chapters I - III of this report. Chapter IV focuses on the staff development activities conducted to help meet the objectives, and Chapter V contains summative evaluation in reading, writing, mathematics and English language development which is specifically related to the accomplishment of instructional objectives for project participants.

I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading and writing achievement or English Language proficiency. Those who took part in College Skills (CS) courses, designed for students with deprived educational backgrounds, received a score of 6 or 7 in writing and a scaled score of 10 or below on the Descriptive Tests of Language Skills - Reading Comprehension (DTLS) or less than 6 in writing and a scaled score of 1 - 25 on the DTLS on the English Placement Examination (EPE) (Rockland Community College Reading and Writing Assessment). Those in English As A Second Language (ESL) courses had scores indicating less than 90% mastery on the English Language Institute Test. A total of 250 of the students were low income and first generation students and 125 of the students were first generation students as defined in the amendment to Sec. 04, Subpart 4 of Part A of Title IV of the Act for Special Programs for Students From Disadvantaged Backgrounds.*

The total number of students in the Special Services Project was 375. The students included 282 (75%) with limited English language ability who were in ESL and 93 (25%) with deprived educational backgrounds who were in College Skills. There were 153 (41%) males and 222 (59%) females. The group included 2 American Indian/Alaska Natives (1%), 39 Asian/Pacific Islanders (10%), 183 Blacks (49%), 129 Hispanics (34%), and 22 whites other than Hispanic (6%). The ages of the total group ranged from 16 to 81. (mean = 28.17). The median age of the group was 26. The English As A Second Language group's mean age was 29.56 (median age = 27) and the College Skills group's mean age was 23.75 (median age = 20).

*Federal Register, Vol. 47, No. 42, Wednesday, March 3, 1982, Rules and Regulations.

II. PROGRAM SITES

The Special Services Project served students enrolled in College Skills (CS) courses and English As A Second Language (ESL) courses located at the Main Campus in Suffern, N.Y. and at the College's Local Learning Centers in Haverstraw, Nyack and Spring Valley. English As A Second Language (ESL) courses were held during the day at the Main Campus and at the Local Learning Center in the Main Street Building in Haverstraw. Evening classes were held at the Main Street Building and the Middle School in Haverstraw, at the Spring Valley Local Learning Center located in a former elementary school at 185 North Main Street, and at the Local Learning Center in Nyack located at 92-94 Main Street.

College Skills (CS) classes were held day and evening on Main Campus and in the evening in the Main Street Building in Haverstraw.

III. DESCRIPTION OF PROGRAM

A. Needs Assessment

The Needs Assessment system provided for identification of project participants and for collection of information to be used in further curriculum development and program changes in order to meet the needs of the project participants. Initial needs assessment provided for placement into College Skills and English As A Second Language courses.

Rockland Community College established a system of universal competency assessment in the Fall Semester, 1984 based on a pilot project begun in the Fall Semester, 1982. The system was developed to ensure that all students were placed into coursework appropriate to their skills. The English Placement Examination consists of an evaluation of reading comprehension (Comprehension Section of Descriptive Tests of Language Skills - DTLS) and a writing sample on a given topic. The Mathematics Placement Examination includes a computation section which students are required to take and an algebra section which students are encouraged to take (See Appendix A).

As a result of assessment some students were placed in College Skills courses. After placement in College Skills was determined, students were notified that they should schedule an appointment for College Skills Needs Assessment. Students were then assigned appointment times for Needs Assessment by the Assistant to the Project Director. Each day divided into morning and afternoon sessions (9-11:30 a.m. and 1:30-3 p.m.) to accommodate 18 students per session or a total of 36 students per day.

Placement in Communication Skills and/or Mathematics Skills courses was based on a further refinement of scores on the English Placement Examination and the Mathematics Placement Examination. Therefore, during needs assessment each student met with a College Skills instructor who presented the student with the test results and explained why the student had been placed in a specific Communication Skills and/or Mathematics Skills section. The student then met with a master counselor/assessment specialist and/or counselor/tutor who discussed vocational objectives and options, the estimated number of semesters a student was likely to be enrolled in College Skills courses and assisted the student in selecting courses and completing the registration process (See Appendix B).

All students who enrolled in English As A Second Language courses were given the English Language Institute Examination (ELIT) (in-house objective test) and writing sample. Program faculty placed students in the English As A Second Language courses and assisted them in the selection of other College courses and in the completion of the registration process.

Initial needs assessment for College Skills was scheduled during the summer months as well as during College registration periods. Needs assessment for English As A Second Language was scheduled during College registration periods only.

The Special Services Project was committed to serve those students from College Skills and English As A Second Language with the most severely deprived educational background or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of scores on the Rockland Community College English Placement Examination or the English Language Institute Test. During the academic year 1986-1987, 238 students were assessed in College Skills and 834 were assessed in English As A Second Language. A total of 93 were chosen as Special Services Project participants from College Skills and 282 were selected from English As A Second Language.

Initial needs assessment was designed to identify the project participants and to assure proper placement in College Skills and English As A Second Language courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. (Some students were given the Nelson-Denny Reading Test Form E and/or the Gates MacGinitie Reading Test for additional diagnostic information).

Students in College Skills were assigned to group counseling seminar sessions conducted by master counselor/assessment specialists and students in English As A Second Language courses enrolled in group counseling sessions conducted in English or met for individual appointments with bilingual master counselor/assessment specialists and counselor/tutors to examine their special needs in more detail. Together the master counselor/assessment specialists and project participants from College Skills drew up a Contract for Educational Services which included commitments by both the College and the student designed to help the student succeed in the College. The contract, signed by the student and master/counselor/assessment specialist, was filed with the Project Director. The contracts could be revised at any time by mutual agreement with the knowledge of the Project Director who was responsible for the College's part of the contract agreement.

Periodic review of the progress toward the agreed-upon goals was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed-upon goals the contract was revised so that the students and the master counselor/ assessment specialist would always be in agreement about the nature and achievement of the goals (See Appendix C).

Participants from the English As A Second Language courses with severely limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other simplified data forms for discussing the responsibilities of college students and the services and opportunities provided by the College.

B. Development and Implementation of Curriculum for Skill Acquisition

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills and the English As A Second Language courses would be necessary if students were to be successfully prepared to enter the College mainstream. A project to develop and revise the packet of reading/writing assignments and exercises shared by counseling and instructional classes for Special Services Project students in College Skills was completed by members of the College Skills/Special Services instructional and counseling staff.

A plan to develop and integrate common curricula pieces between the instructional and counseling areas was first discussed during a Spring, 1986 staff meeting. During June, 1986 and January, 1987 the counseling and instructional staff continued these discussions and further specified what the product was that they would like to develop and use: a packet of reading, writing assignments, and exercises organized around human growth themes to be used as a shared learning tool by instructors and counselors.

The staff produced a thematically organized packet consisting of approximately twenty reading/writing exercise materials along with weekly instructional and counseling syllabi which was piloted in the Spring, 1987 semester. The packet was entitled "Communication: A Weave of Reading and Writing Exercises." Revision of the packet based on student and faculty feedback and evaluation was completed in the Summer of 1987 (See Appendix D).

Special Services Project faculty teaching College Skills courses continued to identify traditional and multi-media materials and computer assisted instructional software which could be used in the class and in the Individualized Learning Activities Center (ILAC). The Taxonomy which had been designed to assist instructors in selecting appropriate materials for their classes was computerized for easier access and for continued up-dating. Special Services Project clientele enrolled in College Skills courses spent an average of two hours per week using personal computers and computer assisted materials (See Appendix E).

Major emphasis was also placed on the development of services designed to assist project students as they moved from the College Skills and English As A Second Language courses to the College mainstream. Project staff developed resources for assisting mainstream faculty in serving project clientele and they met with College Chairpersons and Program Coordinators to identify expanded credit course options for students while they were enrolled in College Skills and English As A Second Language courses (See Appendix F). Preliminary plans were also made to offer content co-related courses in the social sciences for project students in the Fall, 1987.

The course, English As A Second Language Reinforcement Module, designed and first taught by the Special Services Project instructor for ESL in the academic year 1985-1986, was continued in 1986-1987. Developed to supplement the English As A Second Language curriculum and to provide special identified needs for the Special Services Project clientele, the course was renamed English As A Second Language Individualized Instruction. It included small group and individualized instruction conducted by trained counselor/tutors and utilized computer assisted instruction (See Appendix G).

C. Development and Implementation of Counseling

During the 1986-1987 grant year, counseling services were provided for project clientele enrolled in College Skills and English As A Second Language courses. The kind of services provided and the format for delivery of these services were determined by assessing the needs of the students and the structural design of the courses and services for students in College Skills and English As A Second Language.

Students in College Skills enrolled in the group counseling seminars, "Improving Coping Skills," "Relaxation and Stress Reduction," and "Personal/Interpersonal Growth" led by the master counselor/assessment specialist and the counselor/tutor who was an intern completing a graduate degree in counseling. The "Improving Coping Skills" curriculum focused on interpersonal communication skill-building. Students examined communication problems, learned and practiced communication skills and applied learnings to personal life situations. "Personal/Interpersonal Growth" and "Relaxation and Stress Reduction" were designed for students in their second and third semesters of College Skills who had already completed "Improving Coping Skills." A new curriculum for each of the courses was piloted in the academic year, 1985-1986, and was approved by the Dean of Instructional and Community Services in 1987. A specified series of group techniques/exercises were employed within the process of a developing group in order to provide a more structured vehicle in which the students could interact. Within the context of this structured group experience, students worked on practicing and building interpersonal communication skills. Emphasis was on group dynamics and on individual behavior in the group process (See Appendix H).

The counseling/assessment staff taught the class, "Understanding Human Behavior," a preparatory psychology course for students prior to their entering the College mainstream. In order to enable a better fit with the General Psychology course most students take in the mainstream, a new curriculum was piloted in 1985 and approved by the Dean of Instructional and Community Services in 1987. The text, Understanding Psychology, by Paul R. Robbins, and the new curriculum provided the basis of the course which focuses on broad areas of psychology which give students a general knowledge of psychological principles, theories, and vocabulary (See Appendix H).

Each Special Services Project participant met individually with the counseling/assessment staff to identify needs, to plan programs and to discuss broader educational goals and directions. Students also sought out or were referred to the counseling/assessment staff to deal with personal and/or academic issues when necessary. The master counselor/ assessment specialists served as "consultants" to the instructional staff and students as well. They assisted in resolving in-class problems and other concerns which affected students' educational progress.

In the Fall, 1985 semester a small study was done to begin to determine what more was needed to be done in career awareness for the Special Services Project population. The first step was to ascertain the student's level of career decidedness vs. undecidedness. Using Osipaw's Career Decision Scale, it was determined that the majority of students were undecided. Discussion with students ascertained their lack of knowledge about the various majors at Rockland Community College and what kinds of careers were available.

Therefore, in the Spring, 1986 semester, a new curriculum for Occupational Awareness was piloted for the highest level group of College Skills students. The students were surveyed as to their career interests and/or curiosities. The staff then integrated the findings and invited the Chairpersons of the departments of interest at Rockland Community College to speak to the class concerning the major and the wide range of career choices that were available from that curriculum. The curriculum revisions were also approved by the Dean of Instructional and Continuing Education in 1987 (See Appendix H).

Counseling services for project clientele in English As A Second Language classes were provided through group counseling seminars, in-class orientations and personal and referral counseling. A series of new courses for students at the beginning levels of English As A Second Language, designed and implemented during the 1985-86 academic year, were approved by the Dean of Instructional and Community Services in 1986. Entitled College Skills Seminar I, II, III, the courses focus on an orientation to Rockland Community College and the development of study skills and coping skills necessary to succeed in an academic environment (See Appendix H). A new curriculum for the course, "Occupational Awareness," offered at the Intermediate level of English As A Second Language, was also designed and will be used on a pilot basis in the academic year, 1987-88.

The master counselor/assessment specialists and project instructor for ESL also designed a College-wide Intercultural Film Festival. The major purpose of the Festival was to help students from the United States and abroad learn about one another's cultures and history so that a more sophisticated understanding could be achieved. Some films presented aspects of the Latin American and Caribbean experience while others focused on the United States from a social, psychological and cultural perspective. The Festival ran throughout the academic year on Main Campus and at the Local Learning Centers in Haverstraw and Spring Valley (See Appendix I).

Project staff also participated in the planning of the Thanksgiving Dinner for International Students and the College Intercultural Festival. Many project students and staff members attended the dinner and the Intercultural Festival as well (See Appendix J).

Students at the Haverstraw Local Learning Center were brought to the Main Campus for one day to acquaint them with the campus and the services available to them. This experience was designed to enable students to begin to make a transition from their more restricted environment to a broader and less isolated situation so that they would feel more comfortable about enrolling on Main Campus to complete courses necessary for a college degree or certificate (See Appendix K).

IV. STAFF DEVELOPMENT

Developmental activities were conducted to help the project staff develop specific instructional and counseling strategies and curricula to meet the project objectives. A pre-service staff orientation workshop was conducted by the Project Director in August, 1985, and meetings were conducted by the Project Director and Project Evaluation Consultant (Dr. Janet R. Brown) in the Fall, 1986 and Spring, 1987 for members of the professional staff. A major focus of the sessions with the Consultant was a review of the evaluation results and the implications for curriculum development. Project staff also participated in workshops provided by Rockland Community College.

By-weekly staff meetings were held throughout the academic year. In addition, the counselor-tutors/interns and the project master counselor/assessment specialists met in weekly supervision sessions led by a senior College Skills/ Special Services master counselor/assessment specialist. Resource materials for curriculum development in the English As A Second Language courses and the College Skills courses were also provided for the staff (See Appendix L).

Project staff participated in the following professional development activities:

Margaret Martin - Director

I. Publications

a. Martin, Margaret R. and Janet R. Brown. "Special Services Project: Rockland Community College, 1985-1986. "Resources in Education" - ED 273 343.

b. Martin, Margaret R. "Strategies for Maintaining Excellent Developmental Programs in the 80's." Resourses in Education - ED 274 404.

II. Presentations/Consultations/Training

a. Member of Commission on Higher Education/Middle States Association Team 1983 - 1987.

b. "Strategies for Maintaining Excellent Developmental Programs in the 80's." First National Conference on Exemplary Programs in Developmental Education, Atlanta, Georgia, October 22, 1986.

c. Facilitator, Conference on "Helping Interactions with Non-Traditional Students (HINTS). "Mercy College, Dobbs Ferry, New York, October 23, 1986.

III. Committees Served/Professional and Community

a. Task Force on Competency Assessment. Rockland Community College, 1981-1987.

b. Task Group on College Orientation/Advisement. Rockland Community College, 1986-1987.

c. Search Committee for Developmental Counselors, College Skills. Rockland Community College, 1986-1987.

d. Search Committee for Financial Aid Counselor. Rockland Community College, 1986.

e. Search Committee for Vice President for Instructional Advancement. Rockland Community College, 1987.

IV. Conference/Workshops Attended

a. National Council of Educational Opportunity Associations Annual Conference. Washington, D.C., September, 1987.

b. "First National Conference on Exemplary Programs in Developmental Education." Atlanta, Georgia, October, 1986.

c. Conference on "Helping Interactions with Non-Traditional Students (HINTS)." Mercy College, Dobbs Ferry, New York, October 23, 1986.

d. Annual Conference of American Educational Research Association. Washington, D.C., April, 1987.

e. Faculty Development Workshops.
Rockland Community College, June, 1987.

   a. General Education: Building Community

   b. Becoming a Master Student

   c. AIDS

Kathi Brown - Master Counselor/Assessment Specialist

I. Presentations/Consultations/Training

1. Completion of M.S. Degree in Counseling, Long Island University, January, 1987.

II. Committees Served/Professional and Community

1. Intercultural Festival Committee. Rockland Community College, Spring, 1987.

III. Conferences/Workshops Attended

1. Conference on "Helping Interactions with Non-Traditional Students (HINTS)." Mercy College, Dobbs Ferry, New York, October 23, 1986.

2. Past Life Regression, An Experiential Workshop. Nyack, New York, May, 1986.

3. Successful Approaches to Learning Disabilities in the Community College. New York, N.Y., March, 1987.

IV. Special Projects

Revision of the Communication Skills and Coping Skills curriculum for College Skills. Rockland Community College, Summer, 1987.

Jean Bushelon - Project Instructor

I. Presentations/Consultations/Training

1. Presider and co-presenter, Showcase of Exemplary Programs. New York College Learning Skills Association Symposium, Rochester, New York, April 26-28, 1987.

2. Assessment and Consultation of students in academic difficulty, Rockland Community College, 1987.

II. Conferences/Workshops Attended

1. Conference on Helping Interactions with Non-Traditional Students (HINTS)." Mercy College, Dobbs Ferry, New York, October 23, 1986.

2. New York State Reading Association Conference. Kiamesha Lake, New York, November 5-7, 1986.

3. Orton Dyslexic Society Conference. New York City, New York, March 27, 1987.

4. New York College Learning Skills Association Symposium. Rochester, New York, April 26-28, 1987.

5. Faculty Development Workshops.
Rockland Community College, June, 1987.

   a. General Education: Building Community

   b. Student Success Programs: Rationale, Theory and Implementation

   c. Becoming a Master Student

   d. Instructional Strategies for the Learning Disabled

   e. Adult Learners: Crises and Strategies for Effective Teaching

   f. AIDS

Special Projects

1. Revision of Communication Skills and Coping Skills curriculum for College Skills students.
Rockland Community College, Summer, 1987.

Cleta Ciulla

I. Committees Served/Professional and Community

a. Committee on Disabled. Rockland Community College, 1986-1987.

b. Institute For Independent Living. Rockland Community College, 1986-1987.

c. Faculty Senate. Rockland Community College, 1986-1987.

d. Screening Committee for Assistant Director for Prior Learning. Rockland Community College, 1986-1987.

e. Planning Committee/Moderator, Conference on "Helping Interactions with Non-Traditional Students (HINTS)." Mercy College, Dobbs Ferry, New York, October 23, 1986.

f. Aging Out Screening Committee for Rockland Association for Children with Learning Disabilities. Rockland Community College, 1986-1987.

g. Fitness Club. Rockland Community College, 1986-1987.

II. Conferences/Workshops Attended

a. Conference on "Helping Interactions with Non-Traditional Students (HINTS)." Mercy College, Dobbs Ferry, New York, October 23, 1986.

b. Developing Emotional Ties With the Disengaged Family/Family Therapy of Attempted Suicide. The Institute for Mental Health Education, February, 1987.

c. Successful Approaches to Learning Disabilities in the Community College. The Graduate School and University Center of the City University of New York, March 27, 1987.

d. The Good News About Depression. The Department of Medicine at Fair Oaks Hospital, Summit, New Jersey, April 1, 1987.

Terence P. Hannigan - Master Counselor/Assessment Specialist

I. Presentations/Consultations/Training

a. Course work at Department of Counseling/Psychology, Teachers College/Columbia University:

Vocational Assessment, Fall, 1985

Practice in Cross-Cultural Counseling, Fall, 1985

Review of the Literature in Counseling Psychology, Spring, 1986.

b. Instructor, Practica in Cross-Cultural Counseling. Rockland Community College, Spring, 1986.

II. Committees Served/Professional and Community

a. Monitor Committee for the Intercultural Festival. Rockland Community College, Spring, 1986.

b. Advisor for the Indian Club, Rockland Community College. Spring, 1986.

c. Director of Activities. Haverstraw Local Learning Center. Student Participation in the International Festival, Rockland Community College, Spring, 1986.

d. Co-Director with David Stern. Film Festival tentatively planned for Fall Semester, 1986 at the Haverstraw Local Learning Center, Rockland Community College.

III. Conferences/Workshops Attended

a. "Using Computers in Education." Professional Development Workshop presented at Haverstraw Local Learning Center, Rockland Community College, January, 1986.

b. "Cultural Differences." Professional Development Workshop, Rockland Community College, January, 1986.

Mary Ann Kezmarsky - Master Counselor/Assessment Specialist

I. Presentations/Consultations/Training

a. Candidate for Ph.D. in Psychology. Seton Hall University, South Orange, New Jersey (Internship and Dissertation Seminars).

II. Conference/Workshops Attended

a. New Jersey Psychology Internship Colloquia: Biweekly from September, 1986 - October, 1986.

b. "Application of Margaret Mehler's Theory to Therapy." New Jersey State Psychological Association Conference. Saddle Brook, New Jersey, Spring, 1987.

III. Special Projects

a. Continuing work on doctoral dissertation.

Thomas O'Brien - Master Counselor/Assessment Specialist

I. Presentations/Consultations/Training

a. Lectured and presented audio-visual productions on Auroville, the international, experimental community in India:

1. New Jersey Society for Parapsychology. Morristown, New Jersey, November, 1986.

2. Rockland Community College Intercultural Festival. Stony Point, New York, May 2, 1987.

3. The Indian Club. Rockland Community College, May 6, 1987.

b. Panel member at the Open Forum on AIDS. Rockland Community College, April 22, 1987.

II. Committees Served/Professional and Community

a. International Students' Thanksgiving Dinner Committee. Rockland Community College, Fall, 1986.

b. AIDS Awareness Week Committee. Rockland Community College, Spring, 1987.

III. Conferences/Workshops Attended

a. Conference on "Helping Interactions with Non-Traditional Students (HINTS)," Mercy College, Dobbs Ferry, New York, October 23, 1986.

b. Educational Planning and Advisement Workshop. Rockland Community College, January, 1987.

c. Men's Conference sponsored by Volunteer Counseling Services of Rockland County. Nyack, New York, April, 1987.

IV. Special Projects

a. Revision of the Communication Skills and Coping Skills curriculum for College Skills. Rockland Community College, Spring, 1987.

David Stern - Project Instructor

1. Publications

"Freire/ESL Sessions at TESOL '85' in TESOL Newsletter, Vol. XIX, No. 4, August, 1985. (With Linda Ann Kunz).

2. Presentations/Consultations/Training

a. "Freirean Approaches to ESL: Sources, Materials and Resources." Presented at the New York State Teachers of English to Speakers of Other Languages (NYS TESOL) Conference, Syracuse, New York, October, 1985.

b. "Paulo Freire and the ESL Classroom." Presented at the CYNY ESL Council Conference, New York, New York, April, 1986.

c. "The Freire-Inspired ESL/ABE Classroom: Another Look." Presented at the New York City Consortium for Adult Basic Education ABE Conference, New York, New York, April, 1986.

d. "Empowering Students." Presented at the New York State TESOL Bilingual and Higher Education Spring Conference, New York, New York, May, 1986.

3. Committees Served, Professional and Community

a. Search Committee, Special Services Project. Rockland Community College, 1985.

b. Rockland Community College Writing Council, 1985-86.

c. English Placement Examination Topics Committee. Rockland Community College, 1985-1986.

4. Conferences/Workshops Attended

a. "Microcomputers and Basic Skills in College." New York, New York, November, 1985.

b. "Microcomputers and Computer Assisted Instruction." Rockland Community College, January, 1986.

c. "Cultural Differences." Rockland Community College, January, 1986.

d. "Word Processing: PFS Write." Rockland Community College, January, 1986.

Project staff for 1985-1986 included the following persons:

Director	Dr. Margaret Martin
Master Counselor/ Assessment Specialists	Terence Hannigan (8/1/86-9/5/86)
	Cleta Ciulla (8/1/86-12/31/86)
	Kathleen Brown (1/1/87-7/31/87)
	Thomas O'Brien (1/19/87-7/31/87)
	Mary Ann Kezmarsky (9/1/86-12/31/86) part-time
Assistant to the Project Director	Patricia Diamond
Instructors	Jeanette Bushelon David Stern

V. SUMMATIVE EVALUATION

College Skills

The achievement of students enrolled in College Skills courses in the areas of reading, writing and mathematics during the 1986-1987 academic year will be described in this section. In this year's evaluation there is no differentiation between Special Services Project students and ineligible students because analyses from prior years (1980-86) have shown no demonstrable differences between these two groups of students. Table I shows the percentage of project students enrolled in various levels of College Skills during the Fall semester, 1986. More than 50% of the students in CS 012, CS 013, CS 014 (full-time College Skills) and CS 071 (part-time College Skills) were project students. Almost none of the students in CS 029 (the reading course) and CS 040 (the writing course) were Project students.

Table 1

Project Status By Level
College Skills - Fall 1986

Group	Percentage of students in Special Services Project
CS 012	100%
CS 013	52
CS 014	64
CS 071	68
CS 029	05
CS 040	00

In the Spring 1987 semester, more than half of the students in CS 012, CS 014, CS 028 were Special Services Project students; the other levels of College Skills had smaller percentages of project students.

Table 2

Project Status By Level
College Skills - Spring 1987

Group	Percentage of students in Special Services Project
CS 012	67%
CS 013	44
CS 014	50
CS 071	39
CS 028	67
CS 029	22

Reading

Students' performance was assessed in both the Fall and Spring semesters on the Descriptive Tests of Language Skills (DTLS) and the Nelson-Denny Reading Test. The DTLS serves as the reading assessment instrument for all students entering Rockland Community College, while the Nelson-Denny has been used in College Skills as an assessment instrument since the remedial/development program's inception. Both measures were administered as pre- and post-tests in both semesters of the academic year.

DTLS Results

The DTLS results for the Fall semester, 1986 are summarized in Table 3. During the Fall semester, the College Skills students as a whole made statistically significant gains in reading. The only sub-group failing to achieve a statistically significant gain was the lowest level group (CS 012). Thus for project students, those with the lowest entering reading levels did not achieve a significant gain in reading on the DTLS, but all other project students did gain substantially during the semester.

Table 3

DTLS Pre- To Post-Test Scores For
College Skills Students
By Level - Fall 1986

	Pre-test			Post-test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	10	2.40	1.35	5.20	4.05	1.92	NS
CS 013	25	3.44	2.08	8.72	4.03	5.88	$p < .001$
CS 014	42	7.02	3.81	10.43	3.27	4.70	$p < .001$
CS 071	29	4.48	2.43	8.59	4.12	5.20	$p < .001$
CS 029	91	7.79	2.41	12.67	4.58	9.50	$p < .001$

Table 4 shows the results for the Spring 1987 semester in DTLS reading. The total group demonstrated statistically significant gains for this semester. All levels of skills in this semester showed significant gains in reading. Mean pre- and post-test scores were similar for the Spring and Fall groups.

Table 4

DTLS Pre To Post-Test Scores For
College Skills Students By Level
Spring 1987

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	9	2.33	2.06	5.44	3.40	3.76	$p < .005$
CS 013	9	3.11	2.03	7.33	4.53	2.91	$p < .02$
CS 014	16	7.19	1.52	10.44	4.46	3.20	$p < .005$
CS 071	28	4.68	2.63	7.82	3.97	3.89	$p < .001$
CS 029	55	8.35	2.34	12.80	5.46	5.70	$p < .001$

Table 5 shows pre- and post-test scores for Special Services Project students enrolled in College Skills courses for both the Fall and Spring semesters. In this table pre-test scores are from the beginning of the Fall semester, 1986 and post-test scores are from the end of the Spring semester, 1987. The gains, therefore, are based on instruction over a one year period. Students were in various courses of College Skills and made substantial and statistically significant gains in reading over the period.

In summary, College Skills project students demonstrated growth in reading as measure by the DTLS. As a general trend, the students with the lowest entering scores showed less growth in reading than did students with higher entering scores. Students enrolled in CS 014 (the highest full-skills level) had mean post-test scores which approached the College minimum competency levels (scaled score = 11) and students in CS 029, the reading course, had average post-test scores, which exceeded the College minimum competency level.

Nelson Denny Test Results

The Nelson Denny Reading Test Form E was used as a pre- and post-test in both the Fall and Spring semesters, although at the higher levels post-testing on the Nelson Denny was not done extensively. Generally, the trend is to discontinue the use of the Nelson Denny because it is not providing additional information. The results for College Skills students who were tested are described.

Tables 6 and 7 contain the Nelson Denny scores for the Fall and Spring semesters respectively. There were statistically significant gains for each course level for the Fall semester and for CS 012 and CS 014 in the Spring semester.

The patterns of gains for the DTLS and the Nelson Denny are similar. Although each test defines reading in a different way, the results on the two tests tend to be similar. There can be no question that College Skills is having a positive impact on the reading skills of the clientele.

Table 5

Pre- to Post-Test Reading And Writing Scores For College Skills Students In Special Services Project Enrolled In Both Fall And Spring Semesters.

	Pre-Test (Fall '86)			Post-Test (Spring '87)			
	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
DTLS	28	4.00	2.98	9.39	4.11	6.39	$p < .001$
Writing	10	3.00	0.94	5.60	1.58	3.99	$p < .01$

Table 6

Nelson Denny Pre- To Post-Test Scores For College Skills Students By Level - Fall 1986

		Pre-Test			Post-Test				
Group	N	$\bar{X}$	(GE)	SD	$\bar{X}$	(GE)	SD	t	
CS 012	8	33.88	(4.6)	3.64	52.13	(7.9)	7.12	2.82	$p < .05$
CS 013	25	45.20	(6.8)	11.10	64.85	(10.1)	11.80	5.56	$p < .001$
CS 014	39	48.54	(7.5)	12.41	68.26	(10.5)	13.93	9.23	$p < .001$
CS 071	25	40.92	(6.0)	13.03	57.92	(9.0)	18.44	4.4	$p < .001$

Table 7

Nelson Denny Pre- To Post-Test Scores
For College Skills Students
By Level - Spring 1987

	Pre-Test				Post-Test				
Group	N	$\bar{X}$	(GE)	SD	$\bar{X}$	(GE)	SD	t	
CS 012	6	37.33	(5.2)	11.72	58.67	(9.2)	12.83	3.11	p < .05
CS 013	6	34.50	(4.7)	15.22	44.00	(6.6)	19.71	2.13	NS
CS 014	13	48.15	(7.4)	13.67	59.92	(9.4)	13.68	2.93	p < .02
CS 071	16	41.81	(6.2)	17.33	52.00	(7.9)	18.20	1.84	NS

Writing

Students' writing competency was assessed through the writing sample which is part of the English Placement Examination. This test, administered to all incoming students at Rockland Community College, served as both a pre-test and as a placement indication (as in DTLS scores) for students. Writing samples were scored holistically by a team of trained readers. Each essay was scored twice, independently with the sum of the two scores serving as an individual's score. Native English speaking students whose scores fell below the minimum competency level established by the College (score = 6) were assigned to College Skills courses. Students' post-tests produced at the end of the semester were scored similarly and in blind readings with writing samples from new, incoming students. The results in writing for the component sub-groups in College Skills are reported in Table 8 for the Fall semester and Table 9 for the Spring semester.

In the Fall, 1986 semester, students in CS 014 (the hightest level of full skills), CS 071 (evening, part-time), and CS 040 (the writing course), all demonstrated statistically significant gains in writing, with post-test average scores exceeding the College minimum competency level. For Spring 1987, the students in these same courses also achieved statistically significant gains but only for CS 014 did the average post-test scores exceed the College minimum competency level, whereas the other groups approached this level. Table 5 shows that project students enrolled for both semesters of the academic year made substantial and statistically significant gains in writing.

The data clearly suggest that students in the higher levels perform better than do students in the lower levels of the Skills program. The lowest level group did not show statistically significant gains in either reading or writing. The CS 013 group had significant gains in reading, but not in writing. Results tend to confirm that for the students placed in the lower levels of College Skills courses change and development in basic skills is a slow and arduous process. Those students who remain in College Skills for two semesters, however, do make steady progress and do achieve statistically significant gains after a full year of basic skills instruction.

In summary, the writing test results demonstrate that the College Skills population was in need of basic writing skills instruction and that the general results of that instruction were beneficial and did result in improved writing skills.

Table 8

Writing Pre- To Post-Test Scores
For College Skills Students
By Level - Fall 1986

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	10	3.60	1.17	4.90	1.52	1.78	NS
CS 013	25	4.96	1.02	5.40	1.15	1.62	NS
CS 014	42	5.48	0.97	6.31	1.26	3.57	$p < .001$
CS 071	28	4.68	1.79	6.07	1.39	2.64	$p < .02$
CS 040	24	3.96	0.20	7.29	1.33	10.19	$p < .001$

Table 9

Writing Pre- To Post-Test Scores
For College Skills Students
By Level - Spring 1987

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	9	3.89	1.05	4.44	0.88	1.25	NS
CS 013	9	5.22	.97	5.22	1.20	0	NS
CS 014	16	5.31	.95	6.38	1.09	2.78	$p < .02$
CS 071	28	5.07	1.30	5.86	1.33	2.84	$p < .01$
CS 028	6	4.00	0.00	5.33	1.03	3.16	$p < .05$

Mathematics

Students whose Mathematics Placement Examination scores indicated that they had not yet reached the level established as an indication of competency were assigned to Mathematics Skills 065. This course has been designed for students with special remedial and developmental skill needs and operates on a highly individualized basis. Students are assigned work in specific modules based on their diagnosed areas of need. Their progress is carefully monitored and their final grades reflect the degree to which they have mastered the content. In order to receive a P grade, a student had to complete the modules assigned and to achieve 100% accuracy on the tests associated with each module. An IP grade was assigned to those students who had made significant progress in their work and were close to completing their assigned modules. Students who had not demonstrated sustained effort and therefore not made satisfactory progress were assigned a U (unsatisfactory) grade.

Table 10 contains the results of the Fall semester, 1986, and Table 11 those of the Spring semester, 1987. The levels of P and IP grades are similar to those for prior years (1983-1984, 83% Fall, 79% Spring; 1984-85, 82% Fall, 79% Spring; 1985-86, 85% Fall and 79% Spring.) The current year's figures were 85% Fall and 79% Spring. The overall satisfactory grades are comparable for the Special Services Project students and the College Skills students. it is interesting to note that a much higher percentage of Special Services Project students earned an IP grade in the Fall semester than did their non-eligible counter-parts. The pass rate is lower for this group in the Fall, also, probably indicating that they started at a lower level and had to complete more modules. This same phenomenon was apparent with the 1985-86 group and a decision was made to assure that students who did not pass the course in the Fall were placed in CS 065 in the Spring. All of the project students who were enrolled in the Spring semester were continuing the course from a prior semester (either Fall '85, Spring '86 or Fall '86.) This fact probably explains the higher pass rate for project students in Spring, 1987. Overall substantial progress in Mathematics skills acquisition has occurred for the College Skills students enrolled in Mathematics, CS 065.

Table 10

Number and Percentage Of
Students Receiving Grades In
Mathematics CS 065, Fall 1986

		P		IP		U	
Group	N	N	%	N	%	N	%
All CS	233	129	55.36	68	29.18	36	15.45
SSP	22	8	36.36	10	45.45	4	18.18
Ineligible	211	121	57.35	58	27.49	32	15.17

Table 11

Number And Percentage Of
Students Receiving Grades In
Mathematics CS 065, Spring 1987

		P		IP		U	
Group	N	N	%	N	%	N	%
All CS	128	71	55.47	30	23.44	27	21.09
SSP	18	11	61.11	5	27.78	2	11.11
Ineligible	110	60	54.55	25	22.73	25	22.73

English as a Second Language

A substantial part of the Special Services Project is the delivery of developmental and remedial instruction to those students for whom English is a non-native language. This instruction which includes teaching and practice in oral and written English is carried out on the Main Campus of Rockland Community College and at two off-campus Learning Centers. Because the curriculum, amount of instruction and methodologies vary greatly from site to site, each Center's results are treated separately in the data analysis and the data are not summarized across Centers. Furthermore, because analyses in prior years have indicated very little difference between outcomes for Special Services Project students and ineligible students, the data are presented for all students only. Table 12 shows the percentage of students at the various sites who were part of the Special Services Project in the Fall, 1986 semester.

Table 12

Project Status By Learning Center
English As A Second Language - Fall 1986

Sites	Percentage in Special Services Project
Main	47%
Haverstraw	89
Spring Valley	48

Table 13

Project Status By Learning Center
English As A Second language - Spring 1987

Sites	Percentage in Special Services Project
Main	17%
Haverstraw	33
Spring Valley	39

Students' placements in sections of classes, and subsequent instructional emphasis, are determined by performance on the English Placement Examination (scores on a writing sample and scores on the Descriptive Tests of Language Skills), the English Language Institute Test, and by personal interview. During the Fall and Spring semesters students at the Spring Valley Learning Center were not given the DTLS and writing sample as pre-tests and only a proportion of students at the Haverstraw Learning Center (23% in the Fall and 50% in the Spring) were tested with the EPE because their English Language skills were judged to be sufficiently well developed to make these scores meaningful.

Reading and Writing

Data presented in Table 14 indicate that students who took both pre- and post-tests in Fall, 1986 at Main Campus made, on average, statistically significant gains in reading as measured by the DTLS. However, writing test results presented in Table 15 do not show statistically significant gains for any group during the Fall, 1986. The test results for Spring, 1987 indicate that students at Main Campus made statistically significant gains in both reading and writing, Tables 16 and 17 respectively.

It is important to point out that ESL at Main Campus is a full-time program, whereas ESL at Spring Valley and in the evening in Haverstraw are part-time programs. There can be no question that students who are involved in ESL instruction on a full-time basis show greater gain than students who are involved in ESL as part-time students. That amount of instruction is directly related to achievement gains is a truism that needs no further documentation. In addition, it is also important to bear in mind that the population served by ESL varies at each of the Learning Centers. As has been documented by prior years' evaluations and substantiated by this year's analysis, students at the Haverstraw Center enter ESL with lower reading and writing scores indicative of their lower level skills and proficiency in the English language. Many students are barely literate in their native tongue. These students are the most difficult to teach English and have the most difficulty learning to read and write English. Their growth and development in English language skills is much slower and their involvement with ESL will continue for much longer.

Tables 18 and 19 show the results for ESL students who were members of the Special Services Project and who attended in both the Fall, 1986 and Spring, 1987 semesters. In this case these students made statistically significant gains in reading as measured by DTLS (Table 18) at both Learning Sites, but neither continuing group made gains in writing (Table 19). These data illustrate the point that growth and development in reading skills generally precedes development of writing skills especially for student whose basic English proficiency is limited. Those students who continue in ESL for the entire academic year are predominantly those who have lower level reading and writing skills.

In sum, the data suggest that there has been some growth in reading and writing skills for ESL students. The results would suggest, however, that programmatic and curricular modifications need to be made in order to strenghten ESL.

English Language Institute Test

Tables 20 and 21 present the data on the English Language Institute test for the Fall and Spring semesters respectively. The pattern of gain is reasonably consistent across all campuses for the Fall and Spring semesters with the exception of Haverstraw students in the Spring, 1987 semester. The entry and exit scores for all groups in both semesters are consistent. Scores at Main Campus are probably understated because higher level students do not take the test at the end of the semester. Also, it should be noted that Haverstraw students' scores on this meausre are generally significantly lower than those at the other two sites with mean post-test scores at Haverstraw significantly lower than mean pre-test scores at either Main Campus or Spring Valley for both Fall and Spring semesters.

Table 22 shows the English Language Institute test scores for Special Services Project students enrolled for both semesters at each of the three sites. All of these students made statistically significant gains in this measure demonstrating increased proficiency in English language usage over the course of the academic year.

In summary, the data presented for English as a Second Language students showed mixed results. Generally the greatest and most consistent gains in reading, writing, and usage were at Main Campus which provided a full-time sequence of courses. Haverstraw students showed some gains, but the data suggest that the population at Haverstraw is different from that at the other two sites and/or that ESL is somewhat less effective than at the other two sites. On the whole, however, ESL students have shown significant growth in basic English language skills.

Table 14

DTLS Pre- And Post Tests For ESL Students
By Learning Center - Fall 1986

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	181	3.66	3.18	6.26	4.87	8.07	$p < .001$
Haverstraw	17	3.82	2.88	4.19	3.59	.70	NS
Spring Valley	No Reading Pre-Tests were given.						

Table 15

Writing Pre- And Post-Test Score For
ESL Students By Learning Center - Fall 1986

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	181	3.92	1.40	4.12	1.55	1.75	NS
Haverstraw	17	2.76	1.15	2.82	1.59	.12	NS
Spring Valley	No Writing Pre-Tests were given.						

Table 16

DTLS Pre-Test To Post-Test Scores For
ESL Students By Learning Center - Spring 1987

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	167	4.38	3.58	5.28	4.25	2.84	$p < .005$
Haverstraw	20	1.85	1.73	2.51	2.41	1.04	NS
Spring Valley	No DTLS Pre-Tests were given.						

Table 17

Writing Pre- To Post-Test Scores For
ESL Students By Learning Center - Spring 1987

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	167	3.74	1.41	4.19	1.60	4.85	$p < .001$
Haverstraw	20	2.55	1.23	2.25	1.45	-.167	NS
Spring Valley	No Writing Pre-Tests were given.						

Table 18

Pre- To Post-Test DTLS Scores For
ESL Special Services Students
Attending Both Fall 1986 And
Spring 1987 By Learning Center

	Pre-Test (Fall '86)			Post-Test (Spring '87)			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	28	2.43	2.29	4.26	3.62	2.26	$p < .05$
Haverstraw	12	1.83	1.11	3.58	2.47	2.62	$p < .05$
Spring Valley	No DTLS Pre-Tests were given.						

Table 19

Pre- To Post-Test Writing Scores For
ESL Special Services Students
Attending Both Fall 1986 And
Spring 1987 By Learning Center

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	23	3.13	.92	3.61	1.34	1.99	NS
Haverstraw	12	2.50	.67	2.92	.74	1.29	NS
Spring Valley	No Writing Pre-Tests were given.						

Table 20

English Language Institute Pre- To
Post-Test Scores For ESL Students
By Learning Center - Fall 1986

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	102	34.21	10.15	39.70	7.86	7.97	$p < .001$
Haverstraw	72	19.81	11.21	25.40	9.77	6.69	$p < .001$
Spring Valley	121	31.53	13.04	36.81	11.34	8.94	$p < .001$

Table 21

English Language Institute Test Pre- To
Post Test Scores For ESL Students
By Learning Center - Spring 1987

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	77	32.00	9.78	37.36	9.15	6.64	$p < .001$
Haverstraw	40	20.20	12.24	24.77	10.48	1.78	NS
Spring Valley	123	32.71	12.69	37.30	10.09	7.32	$p < .001$

Table 22

Pre- To Post-Test English Language Institute Test Scores For ESL Special Services Students Attending Both Fall 1986 And Spring 1987 By Learning Center

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	11	24.45	9.51	36.91	10.84	4.58	$p < .01$
Haverstraw	8	28.00	8.57	31.13	6.22	2.80	$p < .05$
Spring Valley	40	28.55	13.13	37.35	10.83	6.41	$p < .001$

VI. SUMMARY AND RECOMMENDATIONS

The target population for the Special Services Project which was selected through needs assessment represented a large population of minority students who were educationally disadvantaged or had limited English language skills and who were low-income first generation college students. Comprehensive services including assessment and advisement, classroom instruction, individualized learning activities, group counseling and individual referral counseling, and tutoring were provided. A major indicator of the effectiveness of the Special Services Project has been the increase in students' performance.

Each of the areas in the evaluation section is summarized and some recommendations are posed.

In the 1986-1987 evaluation there is no differentiation between Special Services Project students and ineligible students enrolled in College Skills because analyses from prior years (1980-1986) have shown no demonstrable differences between these two groups of students. More than 50% of the students in CS 012, CS 013, CS 014 and CS 071 were project students.

Reading

College Skills and project students demonstrated growth in reading as measured by the DTLS. During the Fall semester the College Skills students as a whole made statistically significant gains in reading. The only subgroup failing to achieve statistically significant gain was the lowest level group (CS 012). In the Spring semester all levels of Skills showed statistically significant gains in reading.

In general, the students with the lowest entering scores showed less growth in reading than did those students with higher entering scores. Students enrolled in CS 014 (the highest full skills level) had mean post-test scores which approached the College minimum competency level (scaled score = 11) and students in CS 029 (the reading course) had average post-test scores which exceeded the College minimum competency level. It should be noted that this is not the first academic year in which the lower level group has failed to make significant gains. It seems evident that those students in the lower levels are very different from those in higher level courses in College Skills. Curricular modifications and additional tutorial services might be considered for students enrolled in the lowest levels.

The Nelson Denny Reading Test Form E was used as a pre- and post-test in both the Fall and Spring semesters, although at the highest levels post-testing on the Nelson Denny was not done extensively. There were statistically significant gains for each course level for the Fall semester and for CS 012 and CS 014 in the Spring semester. The patterns of gain for the DTLS and the Nelson Denny are similar. Although each test defines reading differently, the results on the two tests tend to be similar.

Data indicate that students enrolled in English as a Second Language courses on Main Campus made, on average, statistically significant gains in reading as measured by the DTLS in both the Fall and Spring semesters. Data was not available to evaluate progress in reading for students enrolled in ESL courses at the Local Learning Center in Spring Valley. In Haverstraw, only 23% of the population in the Fall and 50% in the Spring were tested with the EPE because only those students had English language skills judged to be sufficiently well-developed to make their scores on the test meaningful. The data indicate that there were no statistical gains for this group in reading.

Writing

In the Fall, 1986 semester College Skills students in CS 014 (higest level of full skills), CS 071 (evening part-time) and CS 040 (writing course), all demonstrated statistically significant gains in writing, with post-test average scores (for CS 014, 071, 040) exceeding the College minimum competency level. For the Spring, 1987 the students in these same courses also achieved statistically significant gains, but only for CS 014 did the average post-test scores exceed the College minimum while the other groups approached the minimum level. Data show that students enrolled in ESL on Main Campus in the Spring semester also made statistically significant gains in writing.

In general, the data clearly suggest that students in the higher levels perform better than do students in the lower levels of College Skills and that students enrolled in ESL full-time make progress in writing. It appears that progress in writing for those students entering at the lowest levels in CS and ESL is likely to be extremely slow. There may be need for additional individualized instruction and tutorial support for these groups.

Mathematics

A total of 85% of the students received a P (Pass) or IP (In Progress) grade in Mathematics Skills for the Fall semester and 79% received a P or IP in the Spring semester. The grades are similar to those for prior years of the project. It is interesting to note that a much higher percentage of Special Services Project students (18.18%) earned an IP grade in the Fall semester than did their non-eligible counterparts (15.17%). Special attention should be given to this group to assure that the students complete the course requirements in subsequent semesters.

This same phenomenon was apparent with the 1985-86 group and a decision was made to assure that students who did not pass the course in the Fall were placed in CS 065 in the Spring. All of the project students who were enrolled in the Spring were continuing the course from a prior semester (either Fall, 1985, Spring, 1986 or Fall, 1986). This fact probably explains the higher pass rate for project students in Spring, 1987.

English as a Second Language

Students enrolled in English as a Second Language courses were tested for their facility in English usage on the English Language Institute test as both pre- and post-test. The pattern of gain is reasonably consistent across all the campuses for the Fall and Spring semesters with the exception of Haverstraw in the Spring, 1987 semester. Students enrolled in ESL courses at Main, Spring Valley and Haverstraw campuses in Fall, 1986 made statistically significant gains in English language development as measured by the ELI, while students enrolled at Main and Spring Valley in the Spring semester made statistically significant progress.

As in past years of the project data indicate that those students who enter College Skills or English as a Second Language with higher scores in reading and writing tend to make greater progress and are able to complete the course requirement more quickly than those with lower entering scores. There was considerable consistency noted in the results of this academic year with those of earlier years, suggesting that the 1986-87 cohort is likely to do as well as earlier groups as they progress at Rockland Community College.

It appears that the Special Services Project population may, as in previous years, include some students who need support beyond that which is currently provided by the project and the College. Students entering the College with the lowest levels of proficiency in reading, writing, mathematics and English language skills seem to have needs which are not currently being met satisfactorily. The needs of the English As A Second Language population enrolled at Haverstraw and the College Skills population enrolled in the lower levels of College Skills should be examined thoroughly. It may be that these students are taking courses in English as a Second Language and College Skills because these are the only available courses for improving English skills at accessible sites. Of special importance is an analysis of the goals and expectations of these populations. Consideration should be given to alternate literacy programs which might serve the students more effectively.

The newly formed Department of Developmental Studies and the Special Services Project funded for 1987-1990 are designed to address these needs. The Department of Developmental Studies will develop a literacy program for native and non-native students. After satisfactory completion of this program, students would be permitted to enroll in College Skills or English as a Second Language courses if they intend to progress toward a College certificate or degree. The Special Services Project will provide individual and small group and computer assisted tutorials in reading, writing, mathematics and English language skills for 200 students enrolled in College Skills or English as a Second Language courses who have the lowest scores and the least developed basic skills.

In sum, the College Skills and English as a Second Language courses have tended to serve well those students whose basic skills deficiencies were moderate. The College intervention has been much less successful in serving the needs of the students with more severe skill deficiencies. Experts in the field of remedial/developmental education have confirmed that Rockland Community College's situation with regard to these students is not unique - rather that students with these very severe skill deficiencies may not best be served by College programs. Therefore, the development of a new and different literacy program for these students may provide the students with hope that their skill deficiencies can be remediated and that should they desire to pursue their education at the College, their chances for success will be increased.

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APPENDICES

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Appendix A

RCC Competency Assessment Policy

Competence Assessment

To ensure that all students are placed into coursework appropriate to their skills, Rockland Community College has a policy of universal assessment for placement in English and mathematics courses. The English Assessment consists of an evaluation of reading comprehension and a writing sample on a given topic. Students may be placed in English Composition, College Skills, or English as a Second Language courses. The Mathematics Assessment includes a computation section which students are required to take and an algebra section which students are encouraged to take. Students may be placed in Mathematics Skills, College Mathematics, Intermediate Algebra, or one of the more advanced courses offered by the Mathematics Department.

First-Time College Students

- All entering students who have not previously attended college and are planning full-time enrollment (12 or more degree credits) should take the English and Mathematics Placement Examinations as soon as possible after acceptance into the College but before registration for courses. This includes students enrolling at local learning centers and sites.
- An entering student does not have to take the English Placement Examination if, in the judgment of the English as a Second Language (ESL) faculty coordinator or College Skills instructor, the student cannot perform on the test and is to be placed into a beginning section of ESL or Communication Skills (CS011, or CS071 or CS072) with no other courses. A waiver form for the EPE must be signed by the ESL coordinator or College Skills instructor and filed in the Office of the Director of Assessment and Placement.
- Part-time students who intend to register for a credit-bearing mathematics course must take the Mathematics Placement Examination

(continued)

prior to enrolling in such courses regardless of number of credits earned.
- Part-time students who intend to register for their first English language course (College Skills, English as a Second Language, or English 101) or Business Correspondence (EN 110, BU 110) must take the English Placement Examination prior to enrollment regardless of number of degree credits earned.
- All other part-time students enrolling for less than 12 credits will be required to take the English and Mathematics Placement Examination prior to registering for their sixteenth degree credit.

Transfer Students

- In accordance with the College's policy on Advanced Standing, transfer students may be exempt from the English and/or Mathematics Placement Examinations based on a review of their previous academic record. However, students applying to specific programs may be required to take English and/or Mathematics Placement Examinations.

Retaking Placement Tests and Appeals Procedure

- Students are allowed to take the English and/or Mathematics Placement Examination only once for each semester's placement. Only those sections of the examination necessary for placement in specific courses need to be retaken.
- Students who wish to appeal the placement decision in English or Mathematics should obtain information regarding the appeals procedure from the Office of Assessment and Placement. ■

Appendix B

Needs Assessment Report - 1986-1987

NEEDS ASSESSMENT - 1986-1987

Special Services/College Skills

The initial phase of needs assessment was handled through the Rockland Community College Competency Assessment process. Services included the administration and scoring of the English Placement Examination (Writing Sample and DTLS Reading Test) and the Mathematics Placement Examination (Arithmetic and Algebra). The scores of students placed into College Skills were referred to the College Skills staff for the second phase of assessment to accomplish the following:

1. To provide information for placement in the Special Services Project.
2. To provide test results which will enable the staff to place students in the appropriate level of Communication Skills.
3. To provide basic general information to the student regarding College Skills.
4. To provide the staff with general information about the student's educational and vocational interests and background.
5. To assist the students with course selection and college registration.
6. To refer any students for assistance in securing financial aid.

SCHEDULE FOR ALL, 1986

Assessment for Fall, 1986 took place on the following dates:

June 24th, 1986

August 20, 21, 22, 25, 26, 27, 28, 1986

September 2, 3, 8, 9, 10, 11, 12, 1986

SCHEDULE FOR SPRING, 1987

December 18, 1986

January 15, 21, 22, 27, 28, 1987

February 2 - 6, 1987

PROCESS

Students were assigned appointment times by the Assistant to the Project Director. Each day divided into morning and afternoon sessions (9:00 - 11:30 a.m. and 1:00 - 3:00 p.m.) to accommodate 18 students per session or a total of 36 students per day.

Activities were as follows:

1. Conference with Communication Skills instructor during which test results, placement and salient points of College Skills were discussed.

2. 15-20 minute meeting with counselor-tutor to fill out paperwork for registration.

3. 15-20 minute meeting with counselor or paraprofessional for course advisement, financial aid, etc.

4. 10 minute meeting with counselor-tutor or paraprofessional for completion of registration materials.

STAFF RESPONSIBILITIES

Acting Coordinator - College Skills

1. Coordinate College Skills faculty and staff activities as they relate to needs assessment process.

2. Assign professionals and paraprofessionals for needs assessment.

3. Disseminate math placement decisions to appropriate instructors.

4. Discuss with Communication Skills faculty the final placement decisions prior to individual conferences when necessary.

5. Keep on file all tests and writing samples, distribute them to appropriate instructors, both for needs assessment and also class purposes, and return them to the Office of Assessment and Placement.

6. Maintain records of needs assessment participants, scores and placement decisions.

7. Arrange conferences for above students.

8. Be available throughout needs assessment period for trouble-shooting.

9. Secure advisement packets and advisement cards for all students.

10. Keep on file all registration packets.

11. Keep accurate Master Schedule tally of number of students enrolled in all College Skills sections and Psychology/ Counseling Seminars which are coordinated with College Skills - day and evening programs.

12. Inform all counselors of registration and advisement procedures and schedules for College Skills Courses.

13. Provide liaison to Special Services Director.

COMMUNICATION SKILLS INSTRUCTORS

1. Determine placement within College Skills.

2. Conduct conferences with students.

3. Provide counselor with written record of placement in Communication Skills.

4. Assist in record-keeping.

PARAPROFESSIONALS AND COUNSELOR-TUTORS

1. Assist students in completing registration forms.

2. Record names of students enrolling in College Skills sections and Psychology/Counseling Seminars.

MASTER COUNSELORS/ASSESSMENT SPECIALISTS

1. Advise students into College Skills.

2. Plan program with the students.

3. Assist in the registration process.

ROCKLAND COMMUNITY COLLEGE

ENGLISH PLACEMENTS

WRITING SAMPLE	DTLS (SCALED SCORE)	PLACEMENT
11 or 12	21-25	EN 101 Honors G
11 or 12	11-21	EN 101 A
8-10	11-25	EN 101 A
8-11	1-10 less than 9 - may be reviewed by CS	EN 101 and CS 029 B
6 or 7	11 or better	EN 101 EGR and EN 890 C
6 or 7	11 or better	EN 101 International and EN 891 E
6 or 7	9-10	EN 101 EGR and CS 029 EN 890 D
6 or 7	9-10	EN 101 International, EN 891, CS 029 F
6 or 7	below 9	College Skills or ESL I or K
less than 6	1-25	College Skills or ESL I or K

College Skills Program - 5 years or more in U.S. & U.S. diploma.

PLACEMENT GRID - COLLEGE SKILLS

WRITING SAMPLE	DTLS A11 Forms SCALED SCORE	PLACEMENT
0 - 2	1 - 3	CS 011
0 - 2	4 - 7	CS 012
3 - 4	1 - 3	CS 012
0 - 2	8+	CS 013
3 - 4	4 - 7	CS 013
6 - 7	0 - 3	CS 013
3	8+	CS 014
4	8 - 9 - 10	CS 014
6 - 7	4 - 8	CS 014
4	11+	CS 028

Revised
8/13/85
5/20/87

NEEDS ASSESSMENT STAFFING

Fall, 1986 Semester 9:00 - 11:30 a.m. and
1:00 - 3:30 p.m.

June 24, 1986

Instructors	Counselors
Neal Levy	Terrence Hannigan
Gerry Rosen	Maryann Kezmarsky
	Jeff Peters
	Cleta Ciulla
	Counselor-Tutors
	Kathi Brown

August 20, 1986

Instructors	Counselors
Neal Levy	Maryann Kezmarsky
	Cleta Ciulla
	Thomas O'Brien
	Counselor-Tutors
	Cathy Davis
	Kathi Brown

August 21, 1986

Instructors	Counselors
Jean Bushelon	Maryann Kezmarsky
	Cleta Ciulla
	Thomas O'Brien
	Counselor-Tutors
	Cathy Davis
	Kathi Brown

August 22, 1986

Instructors	Counselors
Jean Bushelon	Maryann Kezmarsky
	Cleta Ciulla
	Thomas O'Brien
	Counselor-Tutors
	Cathy Davis
	Kathi Brown

August 25, 1986

Instructors	Counselors
Neal Levy	Maryann Kezmarsky Cleta Ciulla Thomas O'Brien
	Counselor-Tutors
	Cathy Davis Kathi Brown

August 26, 1986

Instructors	Counselors
Gerry Rosen	Maryann Kezmarsky Cleta Ciulla Thomas O'Brien
	Counselor-Tutors
	Cathy Davis Kathi Brown

August 27, 1986

Instructors	Counselors
Gerry Rosen	Maryann Kezmarsky Cleta Ciulla Thomas O'Brien
	Counselor-Tutors
	Cathy Davis Kathi Brown

August 28, 1986

Instructors	Counselors
Gerry Rosen	Maryann Kezmarsky Cleta Ciulla Thomas O'Brien
	Counselor-Tutors
	Cathy Davis Kathi Brown

September 2, 1986

Instructors	Counselors
Neal Levy	Cleta Ciulla Thomas O'Brien
	Counselor-Tutors
	Kathi Brown Marge Zemek

September 3, 1986

Instructors	Counselors
Neal Levy Jean Bushelon	Cleta Ciulla Thomas O'Brien
	Counselor-Tutors
	Kathi Brown Marge Zemek

September 8, 9, 10, 11, 12, 1986

Instructors	Counselors
Neal Levy Gerry Rosen Jean Bushelon	Cleta Ciulla Thomas O'Brien
	Counselor-Tutors
	Kathi Brown

NEEDS ASSESSMENT STAFFING

Spring, 1987 Semester 9:00 - 11:30 a.m.
1:00 - 3:30 p.m.

December 18, 1986

Instructors	Counselors
Neal Levy	Thomas O'Brien
Gerry Rosen	Cleta Ciulla
Jean Bushelon	
	Counselor-Tutors
	Kathi Brown

January 15, 1987

Instructors	Counselors
Neal Levy	Thomas O'Brien
	Cleta Ciulla
	Kathi Brown
	Counselor-Tutors
	Cathy Davis

January 22, 1987

Instructors	Counselors
Gerry Rosen	Thomas O'Brien
Neal Levy	Cleta Ciulla
	Kathi Brown
	Counselor-Tutors
	Rochelle Salzberg

January 27, 1987

Instructors	Counselors
Neal Levy	Thomas O'Brien
Jean Bushelon	Cleta Ciulla
Gerry Rosen	Kathi Brown
	Counselor-Tutors
	Rochelle Salzberg

January 28, 1987

Instructors	Counselors
Neal Levy	Thomas O'Brien
Jean Bushelon	Cleta Ciulla
Gerry Rosen	Kathi Brown

February 2, 3, 4, 5, 6, 1987

Instructors	Counselors
Neal Levy	Thomas O'Brien
Gerry Rosen	Cleta Ciulla
Jean Bushelon	Kathi Brown

Counselor-Tutors

Cathy Davis
Marge Zemek
Bridie Halpin
Rochelle Salzberg

Appendix C

Contract for Educational Services

_____
Semester

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK 10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York and _____ _____
Name Address

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, study skills and mathematics.

2. _____wishes to improve his/her skills in reading, writing, study skills and mathematics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.

3. _____would like to take advantage of whatever financial aid is available to him/her.

_____
Date

Revised
8/7/84

Now therefore it is mutually agreed by the parties as follows:

1. ATTENDANCE: The student will diligently prepare all assignments, will arrive on or before the beginning of each class, will attend the entire class period and participate in class activities while they are in session.

2. JOBS: Rockland Community College may provide a job on campus starting at $3.45 per hour for up to 20 hours a week while class is in session.

   If Rockland Community College provides a job, the student agrees to arrive at designated place and time and diligently perform the services required. To the extent possible Rockland Community College will assign work in the student's selected field of interest.

3. FINANCIAL AID: Rockland Community College administers various types of financial assistance. Students may contact the Financial Aid Office to determine eligibility for these grants.

4. ROCKLAND COMMUNITY COLLEGE: will provide qualified instructional and counseling personnel, and necessary facilities for scheduled classroom work.

5. ACADEMIC CONTENT AREAS: The student and instructor will identify objectives and write contracts for each course in College Skills and for each Counseling Seminar. These contracts must be completed satisfactorily.

_____

(For Rockland Community College)

_____

Student Signature

1K:pbd
revised
3/7/84

Appendix E

College Skills Taxonomy

TO: All

FROM: Jennifer

RE: Taxonomy Tips

Each Table of Contents roman numeral corresponds to a file on the computer. The names in quotations are the exact file names you will type to gain access to these.

The "Items Within File" are the categories within each file which you can use to search for information, sort the information alphabetically and/or to print it.

The program name is "PFS: File", and Dee is familiar with it from her classes, so she can help with basic questions.

Have Fun!!

COLLEGE SKILLS TAXONOMY
INVENTORY

JULY, 1987

DISK #1.	I. Instructional Materials	"B: Instruct"
	II. Communication Skills	"B: Communic"
DISK #2	III. Professional References	"B: Referenc"
	IV. Counseling References	"B: Counsel"
DISK #3	V. Haverstraw Inventory	"B: Haver"
	VI. Nyack Inventory	"B: Nyack"
	VII. Spring Valley Inventory	"B: Spring"
	VIII. CAI Materials	"B: CAI"

COLLEGE SKILLS TAXONOMY

INVENTORY
JULY, 1987

Table of Contents by Disk, File, and Items Within File

DISK #1

I. Instructional Materials "B: Instruct"
Title:
Author:
Publisher:
Level:
Number of Copies :

II. Communication Skills & Recommended Materials "B: Communic"
Skill & Level: Vocabulary - 011, 012
Vocabulary - 013
Vocabulary - 014
Grammar - 011, 012, 013, 014
Writing - All Levels
Reading - 012
Reading - 013
Reading - 014
Title:
Author:
Page/Book #:

DISK #2

III. Professional References "B: Referenc"

Category: Social/Psychological Aspects of Language Learning
Minorities and Language Learning
Ethnic Trends in Higher Education
Curriculum Development/Theory
Directories of Reading/Learning Assistance Programs
Learning Disabilities
Computers, CAI, Instructional Technology, Media
Teaching Literature
Reading: Research/ Theory/ Development
Adult Literacy
Writing: Research/ Theory/ Development
Tests/Assessment - Reading and Writing
Miscellanceous
Thinking Skills
ERIC Reports
Reference Materials/ Journals & Newsletters
Communication - Theory, Policy & Practice
Tutoring

Title:
Author:
Year Published:
Campus Location:

IV. Counseling References "B: Counsel"

Title:
Author:
Year Published:
Campus Location:

DISK #3

V. Inventory of Materials - Haverstraw "B: Haver"

Title:
Author:
Publisher:
Level:
Number of Copies:

VI. Inventory of Materials - Nyack "B: Nyack"
Title:
Author:
Publisher:
Level:
Number of Copies:

VII. Inventory of Materials - Spring Valley "B: Spring"
Title:
Author:
Publisher:
Level:
Number of Copies:

VIII. CAI Materials "B: CAI"
Program Name:
Level:
Content Review:
Number of Copies:

College Skills Taxonomy

I. Materials for Classroom Instruction

Title: 100 Passages to Develop Reading Comprehension
Author: Sach, Yourman
Publisher: College Skills Center
Level: 014
Number of copies: 12 Reader Booklets, 13 Qu
estion Booklets

Title: 66 Passages to Learn to Read Better
Author: Sach, Yourman
Publisher: College Skills Center
Level: 012, 013
Number of copies: 11

Title: 88 Passages to Develop Reading Comprehension
Author: Gilmore, Sach, Yourman
Publisher: College Skills Center
Level: 013, 014
Number of copies: 11

Title: A Prescriptive Spelling Program: Book I
Author: Wittenberg
Publisher: Barnell, Loft
Level: 011
Number of copies: 20

Title: A Prescriptive Spelling Program: Book II
Author: Wittenberg
Publisher: Barnell, Loft
Level: 012
Number of copies: 20

Title: A Prescriptive Spelling Program: Book III
Author: Wittenberg
Publisher: Barnell, Loft
Level: 012
Number of copies: 20

Title: A Skill at a Time - Book I: Vocabulary, In Context
Author: Pauk
Publisher:
Level: 013, 014
Number of copies: 15

Title: A Skill at a Time - Book II: Using the Signal, Words
Author: Pauk
Publisher:
Level: 013, 014
Number of copies: 15

Title: Basic Skills in Grammar - Level I & Level II
Author: Alger
Publisher: Cambridge Book Company
Level: 012
Number of copies: 10

Title: Better Spelling
Author: Brown, Pearsall
Publisher:
Level: 013
Number of copies: 23

Title: Better Spelling - Third Edition
Author: Brown, Pearsall
Publisher: Heath
Level: 013, 014
Number of copies: 13

Title: Building College Spelling Skills
Author: Crosby, Emery
Publisher:
Level: 014
Number of copies: 38

Title: Cloze Connections: Level E
Author: Boning
Publisher: Barnell, Loft
Level: 013
Number of copies: 5

Title: Cloze Connections: Level F
Author: Boning

Publisher: Barnell, Loft
Level: 013
Number of copies: 5

Title: Cloze Connections: Level G
Author: Boning
Publisher: Barnell, Loft
Level: 013
Number of copies: 5

Title: Cloze Connections: Level H
Author: Boning
Publisher: Barnell, Loft
Level: 014
Number of copies: 5

Title: Cloze Connections: Level I
Author: Boning
Publisher: Barnell, Loft
Level: 014
Number of copies: 4

Title: College Reading Skills Series (2nd Edition). Selections from the Black: The Olive Book
Author: Spargo
Publisher: Jamestown
Level: 014
Number of copies: 14

Title: College Reading Skills Series (2nd Edition). Selections from the Black: The Brown Book
Author: Spargo
Publisher: Jamestown
Level: 014
Number of copies: 13

Title: College Reading Skills Series (2nd Edition). Selections from the Black: The Purple Book
Author: Spargo
Publisher: Jamestown
Level: 014
Number of copies: 14

Title: College Reading Skills Series (2nd Edition). Topics for the Restless
Author: Pauk
Publisher: Jamestown
Level: 014
Number of copies: 21

Title: College Reading Skills Series (2nd Edition). Six Way Paragraphs: Middle Level
Author: Pauk
Publisher: Jamestown
Level: 012, 013
Number of copies: 21

Title: College Reading Skills Series (2nd Edition). Six Way Paragraphs: Advanced Level
Author: Pauk
Publisher: Jamestown
Level: 013, 014
Number of copies: 21

Title: Comp Lab Exercise
Author: Epes, Kirkpatrick, Southwell
Publisher:
Level: 012, 013
Number of copies: 22

Title: Comprehension Skills - Advanced Level
Author: Williston
Publisher: Jamestown
Level: 013, 014
Number of copies: 24

Title: Comprehension Skills - Advanced Level: Understanding Vocabulary
Author: Williston
Publisher: Jamestown
Level: 013, 014
Number of copies: 47

Title: Comprehension Skills - Advanced Level: Understanding the Main Idea
Author: Williston
Publisher: Jamestown
Level: 013, 014

Number of copies: 49

Title: Comprehension Skills - Advanced Level: Making an Inference
Author: Williston
Publisher: Jamestown
Level: 013, 014
Number of copies: 82

Title: Comprehension Skills - Advanced Level: Isolating Details and Recalling Specific Facts
Author: Williston
Publisher: Jamestown
Level: 013, 014
Number of copies: 12

Title: Developing Reading Versatility
Author: Adams
Publisher: Holt, Rinehart, Winston
Level: 013, 014
Number of copies: 39

Title: Dictionary Drills: American Heritage Dictionary
Author: Fry
Publisher: Jamestown
Level: 012, 013
Number of copies: 38 Drills, 30 Dictionaries

Title: English Mastery: Book I
Author: Jewel Varnado
Publisher:
Level: 012
Number of copies: 6

Title: Grassroots: Form A
Author: Fawcett-Sandburg
Publisher: Houghton-Mifflin
Level: 012, 013
Number of copies: 6

Title: Grassroots: Form B
Author: Fawcett-Sandburg
Publisher: Houghton-Mifflin
Level: 012, 013
Number of copies: 16

Title: Improving Reading Ability
Author: Stroud, Ammons, Bamman
Publisher: Prentice-Hall
Level: 014
Number of copies: 7

Title: Reading Drills: Passages C
Author: Fry
Publisher: Jamestown
Level: 012
Number of copies: 13

Title: Reading Drills: Passages A
Author: Fry
Publisher: Jamestown
Level: 013
Number of copies: 13

Title: Reading Drills: Passages B
Author: Fry
Publisher: Jamestown
Level: 014
Number of copies: 13

Title: Reading Tactics: Book A
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 012
Number of copies: 23

Title: Reading Tactics: Book B
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 013
Number of copies: 12

Title: Reading Tactics: Book C
Author: Niles, Fitzgerald, Tuinman
Publisher: Scott, Forsman
Level: 014
Number of copies: 11

Title: Reading Tactics: Book D
Author: Niles, Fitzgerald, Tuinman
Publisher: Scott, Forsman
Level: 014
Number of copies: 24

Title: Reading Tactics: Book E
Author: Niles, Fitzgerald, Tuinman
Publisher: Scott, Forsman
Level: 014
Number of copies: 8

Title: Reading Tactics: Book F
Author: Niles, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 7

Title: Snapshots - Book 5
Author: Cambridge Book Company
Publisher:
Level: 012
Number of copies: 17

Title: Snapshots - Book 6
Author: Cambridge Book Company
Publisher:
Level: 012
Number of copies: 12

Title: Snapshots - Book 7
Author: Cambridge Book Company

Publisher:
Level: 013
Number of copies: 13

Title: Snapshots - Book 8
Author: Cambridge Book Company
Publisher:
Level: 013
Number of copies: 13

Title: Spellbound
Author: Wittenberg
Publisher: Barnell, Loft
Level: 011, 012
Number of copies: 45

Title: Spelling 1500: 1st Edition
Author: Hook
Publisher:
Level: 013
Number of copies: 3

Title: Spelling 1500: 2nd Edition
Author: Hook
Publisher:
Level: 013
Number of copies: 18

Title: Standard Text Lessons in Reading: Book A
Author: McCall Crabbs
Publisher:
Level: 012
Number of copies: 60

Title: Standard Text Lessons in Reading: Book B
Author: McCall Crabbs
Publisher:
Level: 012
Number of copies: 57

Title: Standard Text Lessons in Reading: Book C
Author: McCall Crabbs
Publisher:
Level: 013
Number of copies: 58

Title: Standard Text Lessons in Reading: Book D
Author: McCall Crabbs
Publisher:
Level: 013
Number of copies: 81

Title: Standard Text Lessons in Reading: Book E
Author: McCall Crabbs
Publisher:
Level: 014
Number of copies: 82

Title: Standard Text Lessons in Reading: Book F
Author: McCall Crabbs
Publisher:
Level: 014
Number of copies: 74

Title: Structured Reading
Author: Lynn Troyka
Publisher: Prentice-Hall
Level: 013, 014
Number of copies: 18

Title: Tactics in Reading II
Author: Niles, Bracken, Dougherty, Kinder
Publisher: Scott, Forsman
Level: 013, 014
Number of copies: 18

Title: Timed Readings: Book 3 - Grade 6
Author: Spargo & Williston
Publisher: Jamestown
Level: 012

Number of copies: 12

Title: Timed Readings: Book 4 - Grade 7
Author: Spargo & Williston
Publisher: Jamestown
Level: 012, 013
Number of copies: 27

Title: Timed Readings: Book 5 - Grade 8
Author: Spargo & Williston
Publisher: Jamestown
Level: 013
Number of copies: 25

Title: Timed Readings: Book 6 - Grade 9
Author: Spargo & Williston
Publisher: Jamestown
Level: 013, 014
Number of copies: 26

Title: Timed Readings: Book 7 - Grade 10
Author: Spargo & Williston
Publisher: Jamestown
Level: 014
Number of copies: 23

Title: Timed Readings: Book 8 - Grade 11
Author: Spargo & Williston
Publisher: Jamestown
Level: 014
Number of copies: 25

Title: Timed Readings: Book 9 - Grade 12
Author: Spargo & Williston
Publisher: Jamestown
Level: 014
Number of copies: 22

Title: Timed Readings: Book 10 - College Level
Author: Spargo & Williston
Publisher: Jamestown
Level: 014
Number of copies: 27

Title: Troubleshooter Series: Book 1 - Sound Out
Author: Benner, Law
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 2

Title: Troubleshooter Series: Book 2 - Sound Off
Author: Benner, Law
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 2

Title: Troubleshooter Series: Book 3 - Spelling Action
Author: Benner, Law
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 2

Title: Troubleshooter Series: Book 4 - Word Attack
Author: Benner, Law
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 2

Title: Troubleshooter Series: Book 4 - Word Master
Author: Benner, Law
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 1

Title: Troubleshooter Series: Book 5 - Word Master
Author: Benner
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 6

Title: Troubleshooter Series: Book 6 - Punctuation Power
Author: Benner
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 2

Title: Troubleshooter Series: Book 6 - Sentence Strength
Author: Benner
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 1

Title: Troubleshooter Series: Book 7 - Punctuation Power
Author: Benner
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 3

Title: Troubleshooter Series: Book 8 - English Achievement
Author: Benner, Law
Publisher: Houghton-Mifflin
Level: 011, 012
Number of copies: 2

Title: Vocabulary
Author: Dunn Rankin
Publisher:
Level: 014
Number of copies: 17

Title: Vocabulary Drills
Author: Fry
Publisher: Jamestown
Level: 013, 014
Number of copies: 24

Title: World of Vocabulary: Book 1
Author: Rauch & Clements

Publisher:
Level: 011, 012
Number of copies: 3

Title: World of Vocabulary: Book 2
Author: Rauch & Clements
Publisher:
Level: 012
Number of copies: 6

Title: World of Vocabulary: Book 3
Author: Rauch & Clements
Publisher:
Level: 013
Number of copies: 18

Title: World of Vocabulary: Book 4
Author: Rauch & Clements
Publisher:
Level: 013
Number of copies: 20

Title: World of Vocabulary - Book 1
Author: Rauch & Clements
Publisher: Globe
Level: 012
Number of copies: 18

Title: World of Vocabulary - Book 2
Author: Rauch & Clements
Publisher: Globe
Level: 012
Number of copies: 18

Title: World of Vocabulary - Book 3
Author: Rauch & Weinstein
Publisher: Globe
Level: 012
Number of copies: 18

Title: World of Vocabulary - Book 4
Author: Rauch & Weinstein
Publisher: Globe
Level: 013
Number of copies: 6

Title: World of Vocabulary - Book 5
Author: Rauch & Weinstein
Publisher: Globe
Level: 013
Number of copies: 18

Title: Write Me A Ream
Author: Kunts & Viscount
Publisher:
Level: 012
Number of copies: 33

II. Communication Skills & Recommended Materials

VOCABULARY - 011, 012

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Activities for Reading Improvement
AUTHOR: Schachter & Whelan
PAGE/BOOK #: Unit 3 & at the end of each chapter

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Dictionary Drills
AUTHOR: Fry
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Full Speed Ahead
AUTHOR: Bauer
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Getting Started
AUTHOR: Bauer
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Grassroots
AUTHOR: Fawcett & Sandburg
PAGE/BOOK #: Homonyms: pp 205-212.

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: On the Way
AUTHOR: Bauer
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Prescriptive Spelling Program
AUTHOR: Wittenberg
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Reading Tactics
AUTHOR: Niles, Memory
PAGE/BOOK #: Book A: Context: pp 9-25. Structure: pp 27-57. Dictionary: pp 61-77. Figurative Language: pp 183-191.

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Spellbound
AUTHOR: Wittenberg
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Understanding Vocabulary
AUTHOR: Jamestown (publisher)
PAGE/BOOK #: Middle Level

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Vocabulary in Context
AUTHOR: Pauk
PAGE/BOOK #: pp 1-18.

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: Vocabulary Workshop
AUTHOR: Shostak
PAGE/BOOK #: Level B

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: World of Vocabulary
AUTHOR: Rauch & Weinstein
PAGE/BOOK #: Books 1, 2, 3

SKILL & LEVEL: Vocabulary - 011, 012
TITLE: World of Vocabulary

AUTHOR: Rauch & Clements
PAGE/BOOK #: Books 1, 2, & 3

II. Communication Skills & Recommended Materials

VOCABULARY - 013

SKILL & LEVEL: Vocabulary - 013
TITLE: Activities for Reading Improvement, Book II
AUTHOR: Schachter & Whelan
PAGE/BOOK #: Unit 3 and at the end of each chapter

SKILL & LEVEL: Vocabulary - 013
TITLE: Better Spelling
AUTHOR: Brown, Pearsall
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 013
TITLE: Dictionary Drills
AUTHOR: Fry
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 013
TITLE: Reading Tactics, Book B
AUTHOR: Niles, Dougherty, Memory
PAGE/BOOK #: Context: pp 9-23. Structure: pp 25-53. Dicti9onary: pp 57-75. Figurative Language: pp 177-189.

SKILL & LEVEL: Vocabulary - 013
TITLE: Spelling 1500
AUTHOR: Hook
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 013
TITLE: Tactics in Reading II
AUTHOR: Niles, Bracken, Dougherty, Kinder
PAGE/BOOK #: Context: pp 13-20. Structure: pp 21-30. Sound: pp 31-34.

SKILL & LEVEL: Vocabulary - 013
TITLE: Understanding Vocabulary
AUTHOR: Jamestown (publisher)
PAGE/BOOK #: Advanced Level

SKILL & LEVEL: Vocabulary - 013
TITLE: Understanding Figurative Language
AUTHOR: Pauk
PAGE/BOOK #: pp 9-25

SKILL & LEVEL: Vocabulary - 013
TITLE: Vocabulary in Context
AUTHOR:
PAGE/BOOK #: pp 19-24

SKILL & LEVEL: Vocabulary - 013
TITLE: Vocabulary Resources for the College Student
AUTHOR: Levine
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 013
TITLE: Vocabulary Workshop
AUTHOR: Shostak
PAGE/BOOK #: Level C

SKILL & LEVEL: Vocabulary - 013
TITLE: Vocabulary Drills
AUTHOR: Fry
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 013
TITLE: World of Vocabulary
AUTHOR: Rauch & Clements
PAGE/BOOK #: Books 3 & 4

SKILL & LEVEL: Vocabulary - 013
TITLE: World of Vocabulary

AUTHOR: Rauch & Clements
PAGE/BOOK #: Books 4 & 5

II. Communication Skills & Recommended Materials

VOCABULARY - 014

SKILL & LEVEL: Vocabulary - 014
TITLE: Connections and Contexts
AUTHOR: Hymanson
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 014
TITLE: Reading Tactics, Book C
AUTHOR: Niles, Fitzgerald, Tuinman
PAGE/BOOK #: Context: pp 9-24. Structure: pp 27-54. Dictionary: pp 57-78.
Figurative Language: pp 175-184.

SKILL & LEVEL: Vocabulary - 014
TITLE: Reading Tactics, Book D
AUTHOR: Niles, Fitzgerald, Tuinman
PAGE/BOOK #: Context: pp 9-22. Structure: pp 27-51. Dictionary: pp 55-70.
Figurative Language: pp 165-183.

SKILL & LEVEL: Vocabulary - 014
TITLE: Reading Tactics, Book E
AUTHOR: Niles, Fitzgerald, Tuinman
PAGE/BOOK #: Context: pp 9-21. Structure: pp 23-31. Dictionary: pp 55-70.
Figurative Language: pp 175-188.

SKILL & LEVEL: Vocabulary - 014
TITLE: Reading Tactics, Book F
AUTHOR: Niles, Memory
PAGE/BOOK #: Context: pp 9-21. Structure: pp 23-31. Dictionary: pp 33-51.
Figurative Language: pp 157-177.

SKILL & LEVEL: Vocabulary - 014
TITLE: Tactics in Reading II
AUTHOR: Niles, Bracken, Dougherty, Kinder
PAGE/BOOK #: Context: pp 13-20. Structure: pp 21-30. Sound: pp 31-34.
Dictionary: pp 34-40

SKILL & LEVEL: Vocabulary - 014
TITLE: Understanding Figurative Language
AUTHOR: Pauk
PAGE/BOOK #: pp 26-62

SKILL & LEVEL: Vocabulary - 014
TITLE: Using the Signal Words
AUTHOR: Pauk
PAGE/BOOK #:

SKILL & LEVEL: Vocabulary - 014
TITLE: Vocabulary in Context
AUTHOR: Pauk
PAGE/BOOK #: pp 25-62

SKILL & LEVEL: Vocabulary - 014
TITLE: Vocabulary Workshop
AUTHOR: Shostak
PAGE/BOOK #: Level D: 14

SKILL & LEVEL: Vocabulary - 014
TITLE: Vocabulary Drills
AUTHOR: Fry
PAGE/BOOK #:

II. Communication Skills & Recommended Materials

GRAMMAR - 011, 012, 013, 014

SKILL & LEVEL: Grammar - 011, 012
TITLE: Basic Skills in Grammar
AUTHOR: Alger
PAGE/BOOK #: Books 1 & 2

SKILL & LEVEL: Grammar - 011, 012
TITLE: Comp-Lab Exercises
AUTHOR: Epes, Kirkpatrick, Southwell
PAGE/BOOK #:

SKILL & LEVEL: Grammar - 011, 012
TITLE: English Mastery
AUTHOR: Varnado
PAGE/BOOK #: Book 1

SKILL & LEVEL: Grammar - 011, 012
TITLE: Grassroots
AUTHOR: Fawcett, Sandbury
PAGE/BOOK #: Books A & B

SKILL & LEVEL: Grammar - 011, 012
TITLE: Mini- Grammar Series
AUTHOR:
PAGE/BOOK #: The Simple Sentence, The Independent Clause, The Dependent Clause, Subject Verb Agreement, Problems with Pronouns, Frequent Sentence Errors.

SKILL & LEVEL: Grammar - 013
TITLE: Better Spelling - Third Edition
AUTHOR: Brown, Pearsall
PAGE/BOOK #:

SKILL & LEVEL: Grammar - 013
TITLE: Comp-Lab Exercises
AUTHOR: Epes, Kirkpatrick, Southwell
PAGE/BOOK #:

SKILL & LEVEL: Grammar - 013
TITLE: Concise English Workbook
AUTHOR: Guth
PAGE/BOOK #:

SKILL & LEVEL: Grammar - 013
TITLE: Correct Writing
AUTHOR:
PAGE/BOOK #: Form A

SKILL & LEVEL: Grammar - 013
TITLE: English Practice for Mastery
AUTHOR:
PAGE/BOOK #: Book 2

SKILL & LEVEL: Grammar - 013
TITLE: Grassroots
AUTHOR: Fawcett-Sandburg
PAGE/BOOK #:

SKILL & LEVEL: Grammar - 013
TITLE: The Writer's Studio
AUTHOR: Rizzo
PAGE/BOOK #:

SKILL & LEVEL: Grammar - 014
TITLE: Better Spelling - Third Edition
AUTHOR: Brown, Pearsall
PAGE/BOOK #:

SKILL & LEVEL: Grammar - 014
TITLE: Correct Writing

AUTHOR:
PAGE/BOOK #: Form B

SKILL & LEVEL: Grammar - 014
TITLE: English Practice for Mastery
AUTHOR: Varnado
PAGE/BOOK #: Book 3

II. Communication Skills & Recommended Materials

WRITING - ALL LEVELS

SKILL & LEVEL: Writing - 014
TITLE: Writing Logically: Unit I - Chronological, Spatial, Categorical Techniques to Organizing Ideas
AUTHOR:
PAGE/BOOK #: pp 6-28.

SKILL & LEVEL: Writing - 014
TITLE: Writing Logically: Unit VI - Writing Explanations that will Describe and Clarify
AUTHOR:
PAGE/BOOK #: pp 194-204.

SKILL & LEVEL: Writing - 014
TITLE: Writing Logically: Unit VII - Writing about Values
AUTHOR:
PAGE/BOOK #: pp 220-224.

SKILL & LEVEL: Writing - 014
TITLE: Writing Logically: Unit VIII - Brainstorming (Four major reasoning techniques)
AUTHOR:
PAGE/BOOK #: Second Sight: pp 273-274. Cause and Effect: pp 274-275. Indication: pp 276-277. Rhetorical Question: p321.

SKILL & LEVEL: Writing - 014
TITLE: Writing Logically: Unit IX - Improving Sentences
AUTHOR:
PAGE/BOOK #: Parallelism: p 318. Transitions: p 319. Graphic Images: p 320. Rhetorical Question: p 321.

SKILL & LEVEL: Writing - 014
TITLE: Writing Logically: Unit X -Diverse Ways of Developing the Essay
AUTHOR:
PAGE/BOOK #: pp 392-397

SKILL & LEVEL: Writing - 011, 012
TITLE: Write Me a Ream
AUTHOR: Kunts & Viscount
PAGE/BOOK #:

II. Communication Skills & Recommended Materials

READING - 012

SKILL & LEVEL: Reading - 012
TITLE: 66 Passages to Learn to Read Better
AUTHOR: Sach, Yourman
PAGE/BOOK #: Selections 1 - 20.

SKILL & LEVEL: Reading - 012
TITLE: Activities for Reading Improvement
AUTHOR:
PAGE/BOOK #: Book 1

SKILL & LEVEL: Reading - 012
TITLE: Comprehensive Skills Series
AUTHOR: Jamestown (publisher)
PAGE/BOOK #: Accompanied by tapes for each topic. Focus on individual skills of main idea, supporting details, inference, conclusion and tone.

SKILL & LEVEL: Reading - 012
TITLE: Reading Tactics, Book A
AUTHOR: Niles, Dougherty, Memory
PAGE/BOOK #: Making Inferences: pp 79-100. Central Focus: pp 103-126. Relationships: pp 131-144. Judgments: pp 165-181.

SKILL & LEVEL: Reading - 012
TITLE: Six Way Paragraphs, Middle Level
AUTHOR: Pauk
PAGE/BOOK #: Selections 1 - 10 (black and yellow book)

SKILL & LEVEL: Reading - 012
TITLE: Snapshots, Books 5 & 6
AUTHOR: Cambridge Book Company
PAGE/BOOK #:

SKILL & LEVEL: Reading - 012
TITLE: Standard Test Lessons in Reading
AUTHOR: McCall, Crabbs
PAGE/BOOK #: Books A & B

SKILL & LEVEL: Reading - 012
TITLE: Timed Readings, Books 3 & 4
AUTHOR: Spargo & Williston
PAGE/BOOK #: Selections 1 - 10

II. Communication Skills & Recommended Materials

READING - 013

SKILL & LEVEL: Reading - 013
TITLE: 66 Passages to Learn to Read Better
AUTHOR: Sach & Yourman
PAGE/BOOK #: Selections 20 - 66

SKILL & LEVEL: Reading - 013
TITLE: Activities for Reading Improvement
AUTHOR:
PAGE/BOOK #: Book 2

SKILL & LEVEL: Reading - 013
TITLE: Comprehension Skills Series, Advanced Level
AUTHOR: Williston
PAGE/BOOK #: Understanding the Main Idea, Making an Inference, Isolating Details

SKILL & LEVEL: Reading - 013
TITLE: Reading Drills
AUTHOR: Fry
PAGE/BOOK #: Level A & C

SKILL & LEVEL: Reading - 013
TITLE: Reading Tactics, Book B
AUTHOR: Niles, Dougherty, Memory
PAGE/BOOK #: Inference: pp 77-101. Central Focus: pp 105-128. Relationships: pp 131-142. Judgments: pp 154-174.

SKILL & LEVEL: Reading - 013
TITLE: Reading Tactics, Book C
AUTHOR: Niles, Fitzgerald, Tuinman
PAGE/BOOK #: Inferences: pp 83-108. Relationships: pp 127-141. Central Focus: pp 111-124. Judgments: pp 161-172.

SKILL & LEVEL: Reading - 013
TITLE: Six Way Paragraphs, Middle Level
AUTHOR: Pauk
PAGE/BOOK #: Selections 10 - 100 (black and yellow book)

SKILL & LEVEL: Reading - 013
TITLE: Snapshots
AUTHOR: Cambridge Book Company
PAGE/BOOK #: Books 7 & 8

SKILL & LEVEL: Reading - 013
TITLE: Standard Test Lessons in Reading
AUTHOR: McCall, Crabbs
PAGE/BOOK #: Books C & D

SKILL & LEVEL: Reading - 013
TITLE: Timed Readings
AUTHOR: Spargo & Williston
PAGE/BOOK #: Books 4, 5, 6

II. Communication Skills & Recommended Materials

READING - 014

SKILL & LEVEL: Reading - 014
TITLE: 88 Passages to Develop Reading Comprehension
AUTHOR: Gilmore, Sach, Yourman
PAGE/BOOK #:

SKILL & LEVEL: Reading - 014
TITLE: Activities for Reading Improvement
AUTHOR:
PAGE/BOOK #: Book 3

SKILL & LEVEL: Reading - 014
TITLE: Developing Reading Versatility
AUTHOR: Adams
PAGE/BOOK #: Main Ideas: pp 140-148. Tone & Inferences: pp 323-246. Fact & Opinion: pp 192-212. Figurative Language: pp 287-297. Vocabulary Skills: pp 9-39.

SKILL & LEVEL: Reading - 014
TITLE: One Skill at a Time, Getting the Main Point, Reading Between the Lines
AUTHOR:
PAGE/BOOK #:

SKILL & LEVEL: Reading - 014
TITLE: Reading Drills
AUTHOR: Fry
PAGE/BOOK #: Levels A & B

SKILL & LEVEL: Reading - 014
TITLE: Reading Tactics - Book F
AUTHOR: Niles, Memory
PAGE/BOOK #: Central Focus: pp 85-101. Relationships: pp 105-117. Judgments: pp 133-155.

SKILL & LEVEL: Reading - 014
TITLE: Reading Tactics - Book E
AUTHOR: Niles, Fitzgerald, Tuinman
PAGE/BOOK #: Central Focus: pp 105-118. Inferences: pp 75-101. Relationships: pp 121-130. Judgments: pp 151-172.

SKILL & LEVEL: Reading - 014
TITLE: Reading Tactics - Book D
AUTHOR: Niles, Fitzgerald, Tuinman
PAGE/BOOK #: Central Focus: pp 107-121. Inferences: pp 81-103. Relationships: pp 123-137. Judgments: pp 151-163.

SKILL & LEVEL: Reading - 014
TITLE: Selections from the Black (COllege Reading SKills Series)
AUTHOR: Spargo
PAGE/BOOK #:

SKILL & LEVEL: Reading - 014
TITLE: Six Way Paragraphs, Advanced Level
AUTHOR: Paul
PAGE/BOOK #:

SKILL & LEVEL: Reading - 014
TITLE: Standard Test Lessons in Reading
AUTHOR: McCall, Crabbs
PAGE/BOOK #: Books E & F

SKILL & LEVEL: Reading - 014
TITLE: Structured Reading
AUTHOR: Troyka
PAGE/BOOK #:

SKILL & LEVEL: Reading - 014
TITLE: Tactics in Reading II
AUTHOR: Niles, Bracken, Dougherty, Kinder
PAGE/BOOK #: Central Idea: pp 69-76. Details: pp 77-78. Inferences: pp 82-90. Relationships: pp 91-110. Judgments: pp 51-60.

SKILL & LEVEL: Reading - 014
TITLE: Timed Readings

AUTHOR: Spargo & Williston
PAGE/BOOK #: Books 6 - 10

SKILL & LEVEL: Reading - 014
TITLE: Topics for the Restless (College Reading Skills Series)
AUTHOR: Pauk
PAGE/BOOK #:

College Skills Taxonomy

III. Professional References

A. Social/Psychological Aspects of Language Learning
B. Minorities and Language Learning
C. Ethnic Trends in Higher Education
D. Curriculum Development/Theory
E. Directories of Reading/Learning Assistance Programs
F. Learning Disabilities
G. Computers, CAI, Instructional Technology, Media
H. Teaching Literature
I. Reading: Research/ Theory/ Development
J. Adult Literacy
K. Writing: Research/ Theory/ Development
L. Tests/Assessment - Reading and Writing
M. Miscellaneous
N. Thinking Skills
O. ERIC Reports
P. Reference Materials/ Journals & Newsletters
Q. Communication - Theory, Policy & Practice
R. Tutoring

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: Attitudes Towards Language Variation
AUTHOR: Ryan & Giles

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: Bootstrap Literature
AUTHOR: Wendell

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: Contemporary Issues in Language and Discourse Processes
AUTHOR: Ellis 7 donohue, Editors

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: From Speaking to Writing to Reading - Relating the Arts of Communication
AUTHOR: Sloan, Editor

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: Language & Social Knowledge
AUTHOR: Berger & Bradac

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: Language as Social Semiotic
AUTHOR: Halliday

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: The Cultivation of Learning
AUTHOR: Taschow

CATEGORY: Social/ Psychological Aspects of Language Learning
TITLE: The Role of Literature in Reading Instructions
AUTHOR: Strickland

CATEGORY: Ethnic Trends in Higher Education
TITLE: African Migration and National Development
AUTHOR: Lindsay

CATEGORY: Ethnic Trends in Higher Education
TITLE: All One System
AUTHOR: Hodgkinson

CATEGORY: Ethnic Trends in Higher Education
TITLE: Between Two Worlds - Black Students in an Urban Community College
AUTHOR: Weis

CATEGORY: Ethnic Trends in Higher Education
TITLE: Demographic Imperatives
AUTHOR: McNett

CATEGORY: Ethnic Trends in Higher Education
TITLE: Ethnic Groups in the U.S.
AUTHOR: The American Assembly

CATEGORY: Ethnic Trends in Higher Education
TITLE: Guess Who's Coming to College 1990
AUTHOR: Hodgkinson

CATEGORY: Ethnic Trends in Higher Education
TITLE: Historical Perspectives on the Development of Equal Opportunity in Higher Education
AUTHOR: Jones

CATEGORY: Ethnic Trends in Higher Education
TITLE: In Pursuit of Equality in Higher Education
AUTHOR: Pruitt

CATEGORY: Ethnic Trends in Higher Education
TITLE: Increasing Minority Access to the Licensed Professions - A Regents Action Paper
AUTHOR: New York State Education Department

CATEGORY: Ethnic Trends in Higher Education
TITLE: Minorities in Higher Education
AUTHOR: American Council of Education

CATEGORY: Ethnic Trends in Higher Education
TITLE: Minority and Disadvantaged Students in Post-Secondary Education
AUTHOR: The University of the State of New York Press

CATEGORY: Ethnic Trends in Higher Education
TITLE: Test Scores and Family Income
AUTHOR: Educational Testing Service

CATEGORY: Ethnic Trends in Higher Education
TITLE: The Almanac of American Politics 1984
AUTHOR: Barone & Ujifusa

CATEGORY: Ethnic Trends in Higher Education
TITLE: The American Freshman 1983
AUTHOR: Astin, Green, Korn & Maier

CATEGORY: Ethnic Trends in Higher Education
TITLE: The Enrollment Crisis: Factors, Actors and Impacts
AUTHOR: Baldridge et. al.

CATEGORY: Ethnic Trends in Higher Education
TITLE: African Migration and National Development
AUTHOR: Lindsay

CATEGORY: Ethnic Trends in Higher Education
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TITLE: Between Two Worlds - Black Students in an Urban Community College
AUTHOR: Weis

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TITLE: Demographic Imperatives
AUTHOR: McNett

CATEGORY: Ethnic Trends in Higher Education
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AUTHOR: The American Assembly

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AUTHOR: Hodgkinson

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AUTHOR: New York State Education Department

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TITLE: The American Freshman 1983
AUTHOR: Astin, Green, Korn & Maier

CATEGORY: Ethnic Trends in Higher Education
TITLE: The Enrollment Crisis: Factors, Actors and Impacts
AUTHOR: Baldridge et. al.

CATEGORY: Curriculum Development/Theory
TITLE: Curriculum Theory in Adult and Lifelong Education
AUTHOR: Griffin

CATEGORY: Curriculum Development/Theory
TITLE: Mastering the Techniques of Teaching
AUTHOR: Lowman

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: A Directory
AUTHOR: Committee on Writing Labs

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: College Reading
AUTHOR: National Reading Conference

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: Developmental Mechanisms of Language
AUTHOR: Bailey & Harris

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: Key Resources on Community Colleges - A Guide to the Field and its Literature
AUTHOR: Cohen, Palmer & Zwemer

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: New Methods in College Writing Programs - Theories in Practice
AUTHOR: Connolly & Vilardi

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: School-College Collaborative Programs in English
AUTHOR: Forture, Editor

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: Writing Lab Directory
AUTHOR: Department of English

CATEGORY: Directories of Reading/Learning Assistance Programs
TITLE: Writing Skills Management Program
AUTHOR: Panman & Panman

CATEGORY: Learning Disabilities
TITLE: A Comparison of the Perceptions of High School and College Faculty - Implications for Program Development for Secondary learning Disbled Students
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: A Framework for Curriculum Development for Secondary Learning Disabled Students
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: A Guide for Parents of College- Bound Learning Disabled High School Students
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Academics and Beyond
AUTHOR: Cruickshank & Tash

CATEGORY: Learning Disabilities
TITLE: Approaches to Learning
AUTHOR: Cruickshank

CATEGORY: Learning Disabilities
TITLE: Bridges to Tomorrow
AUTHOR: Cruickshank and Silver

CATEGORY: Learning Disabilities
TITLE: College Students Learning Disabilities
AUTHOR: Garnett & La Porte

CATEGORY: Learning Disabilities
TITLE: Coming of Age
AUTHOR: Cruickshank & Lerner

CATEGORY: Learning Disabilities
TITLE: Curriculum-Based Assessment - Procedures for Secondary Learning Disabled Students: Student-Centered and Programmatic Implications
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Dyslexia
AUTHOR: Goldberg & Schiffman

CATEGORY: Learning Disabilities
TITLE: Dyslexia at College
AUTHOR: Miles & Gilroy

CATEGORY: Learning Disabilities
TITLE: Getting the Gist: Relating Text Processing Research to Reading and Writing Instruction for Learning Disabled Secondary Students
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Instructor's Guide - The Integrated Reading/Writing Strategies Curriculum
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Learning Disabilities
AUTHOR: Cruickshank, Morse & Johns

CATEGORY: Learning Disabilities
TITLE: Learning Disabilities in Home, School & Community
AUTHOR: Cruickshank

CATEGORY: Learning Disabilities
TITLE: Learning Disabilities with Emphasis on Reading
AUTHOR: Lee & Berger

CATEGORY: Learning Disabilities
TITLE: Mainstreaming Emotionally Disturbed Children
AUTHOR: Pappankow & Paul

CATEGORY: Learning Disabilities
TITLE: Mainstreaming the Learning Disabled Adolescent
AUTHOR: Woodward

CATEGORY: Learning Disabilities
TITLE: The High School - College Connection: A Guide for the Transition of Learning Disabled Students
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Unlocking Potential: College and Other Choices for Learning Disabled People - A Step by Step Guide
AUTHOR: Scheiber & Talpers

CATEGORY: Learning Disabilities
TITLE: XXXII Annals of Dyslexia
AUTHOR: The Orton Dyslexia Society

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: A Grin on the Interface
AUTHOR: McKenzie

CATEGORY: Learning Disabilities
TITLE: Getting the Gist: Relating Text Processing Research to Reading and Writing Instruction for Learning Disabled Secondary Students
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Instructor's Guide - The Integrated Reading/Writing Strategies Curriculum
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Learning Disabilities
AUTHOR: Cruickshank, Morse & Johns

CATEGORY: Learning Disabilities
TITLE: Learning Disabilities in Home, School & Community
AUTHOR: Cruickshank

CATEGORY: Learning Disabilities
TITLE: Learning Disabilities with Emphasis on Reading
AUTHOR: Lee & Berger

CATEGORY: Learning Disabilities
TITLE: Mainstreaming Emotionally Disturbed Children
AUTHOR: Pappankow & Paul

CATEGORY: Learning Disabilities
TITLE: Mainstreaming the Learning Disabled Adolescent
AUTHOR: Woodward

CATEGORY: Learning Disabilities
TITLE: The High School - College Connection: A Guide for the Transition of Learning Disabled Students
AUTHOR: Learning How to Learn Project (Long Island University)

CATEGORY: Learning Disabilities
TITLE: Unlocking Potential: College and Other Choices for Learning Disabled People - A Step by Step Guide
AUTHOR: Scheiber & Talpers

CATEGORY: Learning Disabilities
TITLE: XXXII Annals of Dyslexia
AUTHOR: The Orton Dyslexia Society

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: A Grin on the Interface
AUTHOR: McKenzie

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: An Author's Primer to Word Processing
AUTHOR: Association of American Publishing

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Campus and Microcomputer Revolution
AUTHOR: Baldridge

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Computer Applictions in Reading
AUTHOR: Mason, Blanchard, Daniel

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Computers and Literacy
AUTHOR: Chandler & Marcus, Editors

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Computers and Adult Learning
AUTHOR: Gerrer

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Computers & Composing
AUTHOR: Halpern & Liggett

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Computers in the English Classroom
AUTHOR: Standiford, Jacox, Auten

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Educational Software (Catalog #19)
AUTHOR: Queue

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Electronic Learning - From Audiotape to Videodisc
AUTHOR: Johnston

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Enhancing Student Development with Computers
AUTHOR:

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Expanding Learning Through New Techniques
AUTHOR:

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Instructional Technology
AUTHOR: Gagne, Editor

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Introduction to Teleprocessing
AUTHOR: Marlin

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: New Directions for Student Services
AUTHOR: Johnson & Pyle

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: New Directions for Teaching & Learning
AUTHOR: Knapper

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Telematics & Informatics
AUTHOR: Singh & Liebowitz

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: The Computer in Education - A Critical Perspective
AUTHOR: Sloan, Editor

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: The Computer in Composition Instruction
AUTHOR:

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: The Word-Worthy Computer
AUTHOR: Feldman & Norman

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Using Computers in the Teaching of Reading
AUTHOR: Strickland, Feeley & Wepner

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: What Curriculum for the Information Age?
AUTHOR: White, Editor

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Writing at Century's End: Essays on Computer-Assisted Composition
AUTHOR: Gerrard

CATEGORY: Computers, CAI, Instructional Technology, Media
TITLE: Writing on Computers in English Comp
AUTHOR: Moberg

CATEGORY: Teaching Literature
TITLE: An Glossary of Literature & Composition
AUTHOR: Lazarus & Smith

CATEGORY: Teaching Literature
TITLE: Best Selling Chapters
AUTHOR: Harris

CATEGORY: Teaching Literature
TITLE: Best Short Stories - Advanced Level
AUTHOR: Harris

CATEGORY: Teaching Literature
TITLE: Ethnic Perspectives in American Literature
AUTHOR: Ifkovic

CATEGORY: Teaching Literature
TITLE: Getting from Here to There - Writing and Reading Poetry
AUTHOR: Grossman

CATEGORY: Teaching Literature
TITLE: Interrelations of Literature
AUTHOR: Barricelli & Gibaldi

CATEGORY: Teaching Literature
TITLE: Introduction to Scholarship
AUTHOR: Gibaldi

CATEGORY: Teaching Literature
TITLE: Introduction to Myth, 2nd Editions
AUTHOR: Stillman

CATEGORY: Teaching Literature
TITLE: Teaching Women's Literature from a Regional Perspective
AUTHOR: Hoffman & Rosenfelt

CATEGORY: Teaching Literature
TITLE: Three American Literatures
AUTHOR: Baker

CATEGORY: Teaching Literature
TITLE: Ways In - Analyzing and Responding to Literature
AUTHOR: Rockas

CATEGORY: Reading: Research, Theory, Development
TITLE: Adult Literacy
AUTHOR: Effective Adult Literacy Programs: A Practitioner's Guide

CATEGORY: Reading: Research, Theory, Development
TITLE: Introduction to the Poem, 3rd Edition (& Teacher's Guide)
AUTHOR: Boynton & Mack

CATEGORY: Reading: Research, Theory, Development
TITLE: Introduction to the Short Story, 3rd Edition (& Teacher's Guide)
AUTHOR: Boynton & Mack

CATEGORY: Reading: Research, Theory, Development
TITLE: Linguistic Theory (What Can It Say About Reading)
AUTHOR: Shuy

CATEGORY: Reading: Research, Theory, Development
TITLE: Linguistics, Psycholinguistics and the Teaching of Reading
AUTHOR: Goodman & Goodman

CATEGORY: Reading: Research, Theory, Development
TITLE: The Psychology of Reading
AUTHOR: Taylor & Taylor

CATEGORY: Adult Literacy
TITLE: Adult Education and the Challenge of Unemployment
AUTHOR: McGirney & Sims

CATEGORY: Adult Literacy
TITLE: Adult Literacy - An Annotated Bibliography
AUTHOR: French

CATEGORY: Adult Literacy
TITLE: Andragony in Action
AUTHOR: Knowles et. al.

CATEGORY: Adult Literacy
TITLE: Awakening to Literacy
AUTHOR: Goelman, Oberg & Smith

CATEGORY: Adult Literacy
TITLE: Effective Adult Literacy Programs: A Practioner's Guide
AUTHOR:

CATEGORY: Adult Literacy
TITLE: English in the Eighties
AUTHOR: Eagleson

CATEGORY: Adult Literacy
TITLE: Famous Last Words
AUTHOR: Daniels

CATEGORY: Adult Literacy
TITLE: How Language Words
AUTHOR: HEatherington

CATEGORY: Adult Literacy
TITLE: Illiterate America
AUTHOR: Kozol

CATEGORY: Adult Literacy
TITLE: Issues in Adult Basic Education and Other Adult Education - An Annotated Bibliography and Guide to Research
AUTHOR: Russ-Eft, Rublin & Holman

CATEGORY: Adult Literacy
TITLE: Literacy as a Human Problem
AUTHOR: Raymond

CATEGORY: Adult Literacy
TITLE: Literacy for Life - The Demand for Reading and Writing
AUTHOR: Bailey & Fosheim

CATEGORY: Adult Literacy
TITLE: Literacy in the Open-Access College
AUTHOR: Kichardsonp, Fisk & Okun

CATEGORY: Adult Literacy
TITLE: The Future of Literacy in Changing World
AUTHOR: Wagner

CATEGORY: Adult Literacy
TITLE: The Presence of the Word
AUTHOR: Ong

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TITLE: The Psychology of Literacy
AUTHOR: Scribner & Cole

CATEGORY: Writing: Research, Theory, Development
TITLE: Achieving Literacy
AUTHOR: Meek

CATEGORY: Writing: Research, Theory, Development
TITLE: Fourth Annual CUNY Association of Writing Supervisors Conference
AUTHOR: Instructional Resource Center

CATEGORY: Writing: Research, Theory, Development
TITLE: Free to Write - A Journalist Teaches Young Writers
AUTHOR: Clark

CATEGORY: Writing: Research, Theory, Development
TITLE: Language Connections
AUTHOR: Fulwiler & Young

CATEGORY: Writing: Research, Theory, Development
TITLE: New Directions in Composition Research
AUTHOR: Beach & Birdwell

CATEGORY: Writing: Research, Theory, Development
TITLE: Reading Development and Cohesion
AUTHOR: Chapman

CATEGORY: Writing: Research, Theory, Development
TITLE: Reading Interaction; Teacher, Pupil, Materials
AUTHOR: Chapman

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TITLE: Reading, Thinking & Concept Development
AUTHOR: Harris & Cooper

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TITLE: Research on Written Composition
AUTHOR: Hillocks, Jr.

CATEGORY: Writing: Research, Theory, Development
TITLE: Teaching College Students to Read Analytically
AUTHOR: Cooper, Evans & Robertson

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TITLE: Writing Assessment - Issues and Strategies
AUTHOR: Greenberg, Wiener & Donovan

CATEGORY: Tests/Assessment - Reading and Writing
TITLE: An Introduction to the Cloze Procedure
AUTHOR: McKenna & Robinson

CATEGORY: Tests/Assessment - Reading and Writing
TITLE: Approaches to the Informal Evaluation of Reading
AUTHOR: Pikulski & Shanahan

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AUTHOR: Rye

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TITLE: Diagnostic and Criterion - Referenced Reading Test
AUTHOR: Schell

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TITLE: Investigations Relating to Mature Reading
AUTHOR: Greene

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TITLE: Listening Instruction
AUTHOR: Wolvin & Coakley

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TITLE: Measures for Research and Evaluation, Volume 2
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TITLE: New Directions for College Learning Assistance
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TITLE: Read - Reading Evaluation Adult Diagnosis (Read Test)
AUTHOR: Colvin, et. al.

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TITLE: Readability Report, 7th Edition
AUTHOR: The College Board

CATEGORY: Tests/Assessment - Reading and Writing
TITLE: Readability
AUTHOR: Gilliland

CATEGORY: Tests/Assessment - Reading and Writing
TITLE: Reading Aids Series (Scores in Reading/Learning) Disability Diagnosis
AUTHOR: Searls

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TITLE: Reading Aids Series (Informal Reading Inventories)
AUTHOR: Aaron

CATEGORY: Tests/Assessment - Reading and Writing
TITLE: Reading and the Law
AUTHOR: Harper II & Kilarr

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TITLE: Reading Comprehension at Four Linguistic Levels
AUTHOR: Pennock

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TITLE: Reading: Test and Assessment Techniques
AUTHOR: Pumfrey

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TITLE: Test Use and Validity
AUTHOR: Educational Testing Service

CATEGORY: Miscellaneous
TITLE: Education, Recession and the World Village - A Comparative Political Economy of Education
AUTHOR: Wirt & Harmann

CATEGORY: Miscellaneous
TITLE: Teaching and Learning Basic Skills - A Guide for Adult Basic Education and Developmental Education Programs
AUTHOR: Rossman, Fisk & Roehl

CATEGORY: Miscellaneous
TITLE: The Closing of the American Mind
AUTHOR: Bloom

CATEGORY: Thinking Skills
TITLE: Teaching for Thinking - Theories, Strategies and Activities for the Classroom (2nd Edition)
AUTHOR: Raths, Wasserman, Jonas & Rothstein

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TITLE: Teaching Students to Think Critically
AUTHOR: Meyers

CATEGORY: ERIC Reports
TITLE: Academic Consortia
AUTHOR:

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TITLE: Assessment, Implementation & Evaluation of College and University Programs
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TITLE: Conference Proceedings - Ohio Developmental Education Conferences - 1975
AUTHOR:

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TITLE: Developing Educational Programs for the High Risk Secondary School and College Student
AUTHOR: Blum & Spanehl

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TITLE: Developmental versus Regular Communication Students
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TITLE: EFL - Guidelines for Proficiency
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AUTHOR:

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TITLE: ERIC References on the Minority Elderly
AUTHOR:

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TITLE: ERIC References on Compensatory Education
AUTHOR:

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TITLE: Evaluation - Upward Bound
AUTHOR:

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AUTHOR:

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TITLE: Planned Variations: Indices of Existing Components, Evaluation, Implementation, Intervention Strategies
AUTHOR:

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AUTHOR:

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TITLE: Proceedings: Conference Reports on Compensatory/Remedial Education - 1974-1976
AUTHOR:

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TITLE: Remedial Reading Students' Introductory College Course Grades
AUTHOR:

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TITLE: Research and Remedial/Developmental Programs
AUTHOR:

CATEGORY: ERIC Reports
TITLE: State Planning for the Disadvantaged at Community Colleges
AUTHOR:

CATEGORY: ERIC Reports
TITLE: Student Alienation, Student Behavior and the Urban Schools
AUTHOR: Ascher

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: A Collection of Articles for Learning Center Personnel (Vol. I-IV)
AUTHOR: Long Island University Learning Center

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Academic Preparation for College
AUTHOR: The College Board

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Assessing Needs in Eductional and Social Programs
AUTHOR: Witkin

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Basic Skills Program at CUNY, City Colleges of Chicago
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Changing Practices in Faculty Evaluation
AUTHOR: Seldin

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Cluster Analysis for Social Scientists
AUTHOR: Lorr

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: COLLEGE TEACHING
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: COMMUNITY AND JUNIOR COLLEGE
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: COUNSELOR EDUCATION AND SUPERVISION
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Curriculum Aids for Teachers in the School Service Program of THE NEW YORK TIMES
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: EDUCATION WEEK
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: EQUALITY (NEWSLETTER)
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Glossogenetics
AUTHOR: De Grolier, Editor

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: IMPROVING COLLEGE TEACHING
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: JOURNAL OF DEVELOPMENTAL AND REMEDIAL EDUCATION
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: JOURNAL OF NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS AND COUNSELORS, IRA
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: JOURNAL OF COUNSELING AND DEVELOPMENT
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Longman's Dictionary of American English
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: Manual; English for Native French Speakers
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: MLA Handbook for Writers of Research Papers, 2nd Edition
AUTHOR: Gibaldi & Achtert

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: RESEARCH IN DEVELOPMENTAL EDUCATION
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: TEACHING ENGLISH - 2 YEAR COLLEGE
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: The Broken Word
AUTHOR: Weathers

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: THE CHRONICAL OF HIGHER EDUCATION
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: THE JOURNAL OF COLLEGE STUDENT PERSONNEL
AUTHOR:

CATEGORY: Reference Materials/ Journals & Newsletters
TITLE: The Uses and Misuses of Tests
AUTHOR: Dove

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Communication and Interaction in Global Politics
AUTHOR: Cioffi-Revilla, Merritt 7 Zinnes

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Communication and Group Decision Making
AUTHOR: Hirokawa & Poole

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Communiction Yearbook 10
AUTHOR: McLaughlin, Editor

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Information and Behavior - Systems of Influence
AUTHOR: Winnett

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Inter/Media - Interpersonal Communication in a Media World, 3rd Edition
AUTHOR: Gumpert & Cathcart

CATEGORY: Communication: Theory, Policy & Practice
TITLE: New Communication and Technology and the Public Interest
AUTHOR: Ferguson

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Perspectives on Media Effects
AUTHOR: Bryant & Zillmann

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Propaganda and Persuasion
AUTHOR: Jowett & O'Donnell

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Selective Exposure to Communication
AUTHOR: Zillmann & Bryant

CATEGORY: Communication: Theory, Policy & Practice
TITLE: Talking Tombstones and Other Tales of the Media Age
AUTHOR: Gumpert

CATEGORY: Communication: Theory, Policy & Practice
TITLE: The Main Source
AUTHOR: Robinson & Levy

CATEGORY: Communication: Theory, Policy & Practice
TITLE: The Myth of the Information Revolution
AUTHOR: Tauber

CATEGORY: Tutoring
TITLE: Booklets: Wellness, Stress Management, College and Stress, Understand Yourself, Your attitude and You, How to Study, About the Constitution, About Self Esteem, About Wellness, About Stress, About Career Planning, Improving Interpersonal Skills, Good Nutrition
AUTHOR: Channing Betes
CATEGORY: Tutoring
TITLE: Special Problem Notes for Tutors
AUTHOR: Miller

CATEGORY: Tutoring
TITLE: Tutor-Techniques Used in the Teaching of Reading
AUTHOR: Colvin et. al.

College Skills Taxonomy

IV. Counseling References

(Alphabetized by Title)

TITLE: A Casebook of Child Psychotherapy
AUTHOR: Cooper & Wanerman

TITLE: A Path with a Heart
AUTHOR: Dolan

TITLE: Academic Preparation for College
AUTHOR: The College Board

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AUTHOR:

TITLE: Activities for Exploring Values
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AUTHOR: Baldessorini

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AUTHOR: Sue

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AUTHOR: Winnicott

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TITLE: Dreams and the Growth of Personality: Expanding Awareness in Psychotherapy, 2nd Edition
AUTHOR: Rossi

TITLE: Education for Student Development
AUTHOR: Fried

TITLE: Ericksonian Psychotherapy - Volume II: Clinical Application
AUTHOR: Zeig

TITLE: Ericksonian Psychotherapy - Volume I: Structure
AUTHOR: Zeig

TITLE: Ethical and Legal Issues in Counseling and Psychotherapy
AUTHOR: Van Hoose & Kottler

TITLE: Exploring Sociology Study Sheet
AUTHOR:

TITLE: Exploring American Culture
AUTHOR:

TITLE: Freshman and Sophomores Abroad
AUTHOR: Hess

TITLE: Guidance and Counseling in Adult and Continuing Education
AUTHOR: Woolfe, Murgatroyd & Rhys

TITLE: Handbook of Eating Disorders: Physiology, Psychology & Treatment of Obesity, Anorexia & Bulimia
AUTHOR: Brownell & Foreyt

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AUTHOR: Kutash & Schlesinger

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AUTHOR: Robert

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TITLE: Mastering Psychology: Activities Based on Great Experiments
AUTHOR:

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AUTHOR: Ellenbogen, Editor

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AUTHOR: Upcraft

TITLE: Personal Qualities and College Admissions
AUTHOR: Willingham & Breland

TITLE: Practical Psychotherapy
AUTHOR: Meiner

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AUTHOR: NAWDAC

TITLE: Psychotherapy through Clinical Role Playing
AUTHOR: Kipper

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AUTHOR: Bergstrom

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AUTHOR: LEvinson

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AUTHOR: Lax, Each & Burland

TITLE: Severe Personality Disorders: Psychotherapy Strategies
AUTHOR: Kernberg

TITLE: Student Retention Strategies
AUTHOR: Ender & Winston

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TITLE: The ABC's of Classroom Discipline
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TITLE: The Theory and Practice of Self Psychology
AUTHOR: White & Weiner

TITLE: Theories of Learning
AUTHOR: Bower & Hilgard

TITLE: Theory and Practice of Group Psychotherapy, 3rd Edition
AUTHOR: Yalom

TITLE: Trancework: An Introduction to Clinical Hypnosis
AUTHOR: Yapko

TITLE: Trauma and its Wake: The Study and Treatment of Post Traumatic Stress Disorder
AUTHOR: Figley, Editor

TITLE: What To Do Until the Mentor Arrives
AUTHOR: Moore

TITLE: Where Do I Go From Here With My Life?
AUTHOR: Crystal & Bolles

TITLE: Wounded Healers: Mental Health Workers' Experiences of Depression
AUTHOR: Rippere & Williams, Editors

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AUTHOR: Walch

TITLE: Between Us
AUTHOR: Walch

TITLE: Cognitive-Experiential Therapy - An Integrative Ego Psychotherapy
AUTHOR: Weiner

TITLE: Cognitive-Experiential Therapy
AUTHOR: Weiner

TITLE: The Theory and Practice of Self Psychology
AUTHOR: White & Weiner

TITLE: Success in College
AUTHOR: Willingham

TITLE: Personal Qualities and College Admissions
AUTHOR: Willingham & Breland

TITLE: Deprivation Delinquency
AUTHOR: Winnicott

TITLE: Guidance and Counseling in Adult and Continuing Education
AUTHOR: Woolfe, Murgatroyd & Rhys

TITLE: Theory and Practice of Group Psychotherapy, 3rd Edition
AUTHOR: Yalom

TITLE: Trancework: An Introduction to Clinical Hypnosis
AUTHOR: Yapko

TITLE: Ericksonian Psychotherapy - Volume II: Clinical Application
AUTHOR: Zeig

TITLE: Ericksonian Psychotherapy - Volume I: Structure
AUTHOR: Zeig

COLLEGE SKILLS TAXONOMY

Inventory of Materials

Haverstraw

Title: American Heritage Dictionary Booklet
Author:
Publisher:
Level:
Number of copies: 12

Title: Better Spelling - Third Edition
Author: Brown, Pearsall
Publisher: Heath
Level: 013, 014
Number of copies: 13

Title: Building College Spelling Skills
Author: Crosby, Emery
Publisher:
Level: 014
Number of copies: 8

Title: Comprehension Skills: Tapes - Understanding the Main Idea
Author: Williston
Publisher: Jamestown
Level:
Number of copies: 2

Title: Comprehension Skills: Tapes - Understanding Vocabulary
Author: Williston
Publisher: Jamestown
Level:
Number of copies: 2

Title: Comprehension Skills - Middle Level: Understanding the Main Idea
Author: Williston
Publisher: Jamestown
Level:
Number of copies: 18

Title: Comprehension Skills - Advanced Level: Understanding Vocabulary
Author: Williston
Publisher: Jamestown
Level: 013, 014
Number of copies: 24

Title: Reading Drills
Author: Fry
Publisher: Jamestown
Level: 012, 013, 014
Number of copies: 5

Title: Six Way Paragraphs, Middle Level
Author: Pauk
Publisher:
Level: 013
Number of copies: 9

Title: Six Way Paragraphs, Advanced Level
Author: Pauk
Publisher:
Level: 014
Number of copies: 24

Title: Snapshots - Book 8
Author: Cambridge Book Company
Publisher:
Level: 013
Number of copies: 5

Title: Snapshots - Book 7
Author: Cambridge Book Company
Publisher:
Level: 013
Number of copies: 4

Title: Snapshots - Book 6
Author: Cambridge Book Company
Publisher:
Level: 012
Number of copies: 4

Title: Snapshots - Book 5
Author: Cambridge Book Company

Publisher:
Level: 012
Number of copies: 5

Title: Spellbound
Author: Wittenberg
Publisher: Barnell, Loft
Level: 011, 012
Number of copies: 13

Title: Standard Text Lessons in Reading: Book C
Author: McCall Crabbs
Publisher:
Level: 013
Number of copies: 6

Title: Standard Text Lessons in Reading: Book B
Author: McCall Crabbs
Publisher:
Level: 012
Number of copies: 4

Title: World of Vocabulary - Book 4 (old edition)
Author: Rauch & Clements
Publisher: Globe
Level: 013
Number of copies: 15

Title: World of Vocabulary - Book 4 (new edition)
Author: Rauch & Clements
Publisher: Globe
Level: 013
Number of copies: 7

Title: World of Vocabulary - Book 2 (new edition)
Author: Rauch & Clements
Publisher: Globe
Level: 012
Number of copies: 11

Title: World of Vocabulary - Book 1 (new edition)
Author: Rauch & Clements
Publisher: Globe
Level: 012
Number of copies:

Title: Write Me A Ream
Author: Kunts & Vixcount
Publisher:
Level: 012
Number of copies: 10

COLLEGE SKILLS TAXONOMY

Inventory of Materials

Nyack

Title: 66 Passages to Learn to Read Better (plus Teacher's Guide)
Author: Sach, Yourman
Publisher: College Skills Center
Level: 012, 013
Number of copies: 4

Title: 88 Passages to Develop Reading Comprehension (plus Teacher's Guide)
Author: Gilmore, Sach, Yourman
Publisher: College Skills Center
Level: 013, 014
Number of copies: 5

Title: Basic Skills in Grammar - Level II
Author: Alger
Publisher: Cambridge Book Company
Level: 012
Number of copies: 5

Title: Basic Skills in Grammar - Level I
Author: Alger
Publisher: Cambridge Book Company
Level: 012
Number of copies: 3

Title: Better Spelling - Second Edition
Author: Brown, Pearsall
Publisher: Heath
Level: 013, 014
Number of copies: 12

Title: Better Spelling - Second Edition
Author: Brown, Pearsall
Publisher: Heath
Level: 013, 014
Number of copies: 14

Title: Building College Spelling Skills
Author: Crosby, Emery
Publisher:
Level: 014
Number of copies: 19

Title: Comp-Lab Exercises
Author: Epes, Kirkpatrick, Southwell
Publisher:
Level: 013
Number of copies: 8

Title: Correct Writing - Form A
Author: Butler
Publisher:
Level:
Number of copies: 11

Title: Developing Reading Versatility
Author: Adams
Publisher: Holt, Rinehart, Winston
Level: 013, 014
Number of copies: 14

Title: Dictionary Drills: American Heritage Dictionary
Author: Fry
Publisher: Jamestown
Level: 012, 013
Number of copies: 13

Title: Grassroots: Form B
Author: Fawcett-Sandburg
Publisher: Houghton-Mifflin
Level: 012, 013
Number of copies: 16

Title: Reading Drills - Advanced Level
Author: Fry
Publisher: Jamestown
Level:
Number of copies: 26

Title: Reading Tactics: Teacher's Edition for Books A, B, C, D, E & F
Author: Niles, Dougherty, Memory

Publisher: Scott, Forsman
Level:
Number of copies: 1

Title: Reading Tactics: Book F
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 11

Title: Reading Tactics: Book E
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 25

Title: Reading Tactics: Book D
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 17

Title: Reading Tactics: Book C
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 19

Title: Reading Tactics: Book B
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 013
Number of copies: 6

Title: Reading Tactics: Book A
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 012
Number of copies: 9

Title: Six Way Paragraphs - Advanced Level
Author: Pauk
Publisher:
Level: 014
Number of copies: 7

Title: Six Way Paragraphs - Middle Level
Author: Pauk
Publisher:
Level: 013
Number of copies: 3

Title: Spellbound
Author: Wittenberg
Publisher: Barnell, Loft
Level: 011, 012
Number of copies: 3

Title: Spelling 1500
Author: Hook
Publisher:
Level:
Number of copies: 4

Title: Standard Text Lessons in Reading - Teacher's Manual for A, B, C, D, E & F
Author: McCall Crabbs
Publisher:
Level:
Number of copies: 1

Title: Standard Text Lessons in Reading - Book F
Author: McCall Crabbs
Publisher:
Level: 014
Number of copies: 2

Title: Standard Text Lessons in Reading - Book E
Author: McCall Crabbs
Publisher:
Level: 014

Number of copies: 1

Title: Standard Text Lessons in Reading - Book D
Author: McCall Crabbs
Publisher:
Level: 013
Number of copies: 2

Title: Standard Text Lessons in Reading - Book C
Author: McCall Crabbs
Publisher:
Level: 013
Number of copies: 14

Title: Standard Text Lessons in Reading - Book B
Author: McCall Crabbs
Publisher:
Level: 012
Number of copies: 18

Title: Standard Text Lessons in Reading - Book A
Author: McCall Crabbs
Publisher:
Level: 012
Number of copies: 18

Title: The Writer's Studio
Author: Rizzo
Publisher:
Level:
Number of copies: 10

Title: Vocabulary Workshop - Level D
Author: Shostak
Publisher:
Level:
Number of copies: 11

Title: Vocabulary Workshop - Level C
Author: Shostak
Publisher:
Level:
Number of copies: 6

Title: Vocabulary
Author: Dunn Rankin
Publisher:
Level: 014
Number of copies: 2

Title: World of Vocabulary - Teacher's Guide for Books 1, 2, 3 & 4
Author: Rauch & Clements
Publisher: Globe
Level:
Number of copies: 1

Title: World of Vocabulary - Book 4
Author: Rauch & Clements
Publisher: Globe
Level: 013
Number of copies: 3

Title: World of Vocabulary - Book 3
Author: Rauch & Clements
Publisher: Globe
Level: 013
Number of copies: 20

Title: World of Vocabulary - Book 2
Author: Rauch & Clements
Publisher: Globe
Level: 012
Number of copies: 2

Title: World of Vocabulary - Book 1
Author: Rauch & Clements
Publisher: Globe
Level: 012
Number of copies: 2

Title: Write Me A Ream
Author: Kunts & Vixcount
Publisher:
Level: 012
Number of copies: 14

COLLEGE SKILLS TAXONOMY

Inventory of Materials

Spring Valley

Title: 88 Passages to Develop Reading Comprehension (plus Teacher's Manual)
Author: Gilmore, Sach & Yourman
Publisher: College Skills Center
Level: 014
Number of copies: 5

Title: American Heritage Dictionary Booklet
Author:
Publisher:
Level: 012
Number of copies: 8

Title: Better Spelling
Author: Brown, Pearsall
Publisher: Heath
Level: 013, 014
Number of copies: 8

Title: Building College Reading Skills
Author: Crosby & Emery
Publisher:
Level:
Number of copies: 18

Title: Comp-Lab Exercises
Author: Epes, Kirkpatrick, Southwell
Publisher:
Level: 012
Number of copies: 4

Title: Correct Writing, 2nd Edition, Form A
Author: Butler et. al.
Publisher:
Level:
Number of copies: 19

Title: Developing Reading Versatility, 3rd Edition
Author: Adams
Publisher:
Level: 014
Number of copies: 18

Title: Dictionary Drills: American Heritage Dictionary
Author: Fry
Publisher: Jamestown
Level: 012
Number of copies: 19

Title: Dr. Spello
Author: Kottmeyer
Publisher:
Level: To be used with selected students with severe learning problems in spelling
Number of copies: 8

Title: Everyday Reading and Writing (plus Teacher's Guide)
Author: Lanbach
Publisher:
Level:
Number of copies: 8

Title: Language Arts Program - Reading IV
Author: McNamara
Publisher:
Level:
Number of copies: 1

Title: Language Arts Program - Reading III
Author: McNamara
Publisher:
Level:
Number of copies: 2

Title: Language Arts Program - Reading II
Author: McNamara
Publisher:
Level:
Number of copies: 1

Title: Living in the Readers' World
Author: Cambridge Adult Education

Publisher:
Level:
Number of copies: 1 sample set

Title: Programmed Reading for Adults - Book VIII
Author: Buchanan
Publisher:
Level:
Number of copies: 1

Title: Programmed Reading for Adults - Book VII
Author: Buchanan
Publisher:
Level:
Number of copies: 1

Title: Programmed Reading for Adults - Book VI
Author: Buchanan
Publisher:
Level:
Number of copies: 1

Title: Programmed Reading for Adults - Book V
Author: Buchanan
Publisher:
Level:
Number of copies: 1

Title: Programmed Reading for Adults - Book IV
Author: Buchanan
Publisher:
Level:
Number of copies: 4

Title: Programmed Reading for Adults - Book III
Author: Buchanan
Publisher:
Level:
Number of copies: 4

Title: Programmed Reading for Adults - Book II
Author: Buchanan
Publisher:
Level:
Number of copies: 4

Title: Reading Drills - Advanced Level
Author: Fry
Publisher: Jamestown
Level: Passage A: grades 8 & 9
Passage B: grade 10
Passage C: grade 7
Number of copies: 20

Title: Reading Tactics: Book E
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 7

Title: Reading Tactics: Book D
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 14

Title: Reading Tactics: Book C
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 014
Number of copies: 15

Title: Reading Tactics: Book B
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 013
Number of copies: 9

Title: Reading Tactics: Book A (plus Teacher's Edition)
Author: Niles, Dougherty, Memory
Publisher: Scott, Forsman
Level: 012

Number of copies: 7

Title: Shorter Handbook Workbook
Author: Shaw & Dodge
Publisher:
Level: 014
Number of copies: 15

Title: Specific Skills Series
Author: Boning
Publisher:
Level: 012
Number of copies: 2 sets of each area covered

Title: Spelling 1500
Author: Hook
Publisher:
Level: 012, 013
Number of copies: 10

Title: SRA Series RFU: Hooked on Reading
Author: The Center for Humanities
Publisher:
Level:
Number of copies:

Title: SRA Series RFU: I Couldn't Put It Down - 1, 2
Author: The Center for Humanities
Publisher:
Level:
Number of copies:

Title: SRA Series RFU: Poetry of Rock - 1, 2
Author: The Center for Humanities
Publisher:
Level:
Number of copies:

Title: SRA Series RFU: Communication Skills - Learning to Listen and Express Yourself - 1, 2
Author: The Center for Humanities
Publisher:
Level:
Number of copies:

Title: SRA Series RFU: Communication Skills - Write It Right - 1, 2, 3
Author: The Center for Humanities
Publisher:
Level:
Number of copies:

Title: Standard Text Lessons in Reading - Teachers Manual
Author: McCall Crabbs
Publisher:
Level:
Number of copies: 2

Title: Standard Text Lessons in Reading - Book B
Author: McCall Crabbs
Publisher:
Level: 012
Number of copies: 17

Title: Standard Text Lessons in Reading - Book A
Author: McCall Crabbs
Publisher:
Level: 012
Number of copies: 17

Title: STAR - I
Author: Neuman & Shenker
Publisher:
Level:
Number of copies: 21

Title: STAR - II
Author: Neuman & Shenker
Publisher:
Level:
Number of copies: 13

Title: STAR - III
Author: Neuman & Shenker
Publisher:
Level:
Number of copies: 16

Title: STAR - IV
Author: Neuman & Shenker
Publisher:
Level:
Number of copies: 15

Title: The Writer's Studio, 2nd Edition (plus Teacher's Manual)
Author: Rizzo
Publisher:
Level: 012, 013
Number of copies: 10

Title: Vocabulary Workshop - Supplementary Testing Program - Level G
Author: Shostak
Publisher:
Level:
Number of copies: 18

Title: Vocabulary Workshop - Supplementary Testing Program - Level B
Author: Shostak
Publisher:
Level:
Number of copies: 20

Title: Vocabulary Workshop - Level D
Author: Shostak
Publisher:
Level: 014
Number of copies: 12

Title: Vocabulary Workshop - Level C
Author: Shostak

Publisher:
Level: 013
Number of copies: 4

Title: Vocabulary Workshop - Level A
Author: Shostak
Publisher:
Level: 012
Number of copies: 1

Title: World of Vocabulary - Book 4 (plus Teaching Guide)
Author: Rauch & Clements
Publisher: Globe
Level: 013
Number of copies: 4

Title: World of Vocabulary - Book 3 (plus Teaching Guide)
Author: Rauch & Clements
Publisher: Globe
Level: 013
Number of copies: 20

College Skills Taxonomy

VIII. CAI Materials

Program Name: Agreement of Subject and Verb
Level: 013, 014
Content Review: Program covers agreement in person and number, agreement of verbs with compound subjects, agreement of verbs with collective nouns, intervening phrases - all types of agreement situations. Program assumes students are familiar with such terms as compound subject, etc. The term verb is used. The program also uses such terms as first person, second person, etc. Instructor should introduce these terms before students use program.
Number of Copies: 5

Program Name: Diascriptive Reading II - Levels 3, 4, 5, 6, 7, 8 (must be used in the CAI Lab on the color-graphics machine)
Level: levels 3-7 = 012, level 8 = 013
Content Review: This series is a diagnostic, prescriptive, tutorial reading program that will diagnose the reading skill of each student, prescribe what is needed for improvement, and evaluate performance at each level before directing student to next program. A diagnostic test for each of the following six skill areas is given to the student: Details, Fact or Opinion, Inference, Main Idea, Sequence, Vocabulary. Recommended procedure is to load each diagnostic program and test an entire class at one time. This way scores will be accumulated by the computer and a class summary can be displayed or printed after all students are listed. It would be helpful, if possible, for both instructor and assistant to be present during the group diagnostic tests. VOCABULARY AND INFERENCE is the first test (Vocabulary items feature analogies, synonyms and context clues), SEQUENCE and FACT OR OPINION is the second test, MAIN IDEA and DETAILS is the third test. Students should take the 3 tests. The instructor then translates and records on Student Record Sheet the point scores for each test. (see manual, p. 4) Instructor may or may not want student present during this.
Number of Copies: 5 sets

Program Name: Eighth Grade Reading Comprehension (3 disks in program)
Level: 013
Content Review: Well presented program featuring several short paragraphs followed by multiple choice questions of both a literal and inferential nature. *This program is very worthwhile in that the student immediately becomes involved in the reading comprehension process. The reading selections are short and will afford the student on the 012-013 level a chance for immediate success and feedback as to where his/her weaknesses may be. "Fifth Grade Reading Comprehension" and "Reading and Thinking II" programs plus this one are all recommended for use at the beginning of the semester to get the student comfortable and familiar with the computer and with reading in general.
Number of Copies: 4

Program Name: Fifth Grade Reading Comprehension. (3 disks in program)
Level: 012
Content Review: Well presented programs featuring several short paragraphs followed by multiple choice questions of both a literal and inferential nature. *This program is very worthwhile in that the student immediately becomes involved in the reading comprehension process. The reading selections are

short and will afford the student on the 012-013 level a chance for immediate success and feedback as to where his/her weaknesses may be. "Eighth Grade Reading Comprehension" and "Reading and Thinking II" programs plus this one are all recommended for use at the beginning of the semester to get the student comfortable and familiar with the computer and with reading in general.
Number of Copies: 5

Program Name: Parts of Speech II
Level: 012, 013
Content Review: Program covers adjectives, adverts, prepositions, conjunctions and interjections. A continuation of Parts of Speech I (see content review).
Number of Copies: 5

Program Name: Parts of Speech I
Level: 012, 013
Content Review: Program covers nouns, pronouns, verbs. Contains practice assignments. Good lesson in introducing basic parts of speech.
Number of Copies: 5

Program Name: Reading and Thinking II
Level: 012
Content Review: Well presented program featuring several short paragraphs followed by multiple choice questions of both a literal and inferential nature. *This program is very worthwhile in that the student immediately becomes involved in the reading comprehension process. The reading selections are short and will afford the student on the 012-013 level a chance for immediate success and feedback as to where his/her weaknesses may be. "Fifth Grade Reading Comprehension" and "Eighth Grade Reading Comprehensions" programs plus this one are recommended for use at the beginning of the semester to get the student comfortable and familiar with the computer and with reading in general.
Number of Copies: 4

Program Name: Reading Comprehension, Decoding
Level: 012, 013
Content Review: This is a four part vocabulary building program, designed to teach new words, meanings and usage.
Number of Copies: 4

Program Name: Sentences
Level: 012
Content Review: Program covers subject and verb, simple subject and verb, compound subject and verb, fragments. It refers to the verb as a "predicate". Instructor to mention this to students and make necessary explanations before using program.
Number of Copies: 5

Program Name: Speed Reader II
Level: 014-029
Content Review: A six part reading program designed to help improve reading skills. Works on perception, increasing eye span, improving eye movements. Quizzed are included. Must use DOS disk and follow instructions in manual (p. 4) to start program.
Number of Copies: 6

Program Name: Spell It (must be used in CAI Lab on color machine)
Level:
Content Review: Program focuses on 1,000 commonly misspelled words. Various spelling rules introduced to cover various words.
Number of Copies: 1

Program Name: Story Maker (Apple II)
Level: Grade 3 and above
Content Review:
Number of Copies:

Program Name: The Compound Sentence
Level: 013, 014
Content Review: Program covers clauses, simple sentence, compound sentence, coordinate conjunctions, use of semi-colon in compound sentences, comma fault, run-on sentences and transitional words. Program uses the term "predicate" instead of verb. Instructor to mention this to students to avoid confusion. Program assumes students understand simple sentence, simple subject, simple verb, compound verb. Instructor should introduce these concepts before using this program.
Number of Copies: 10

Program Name: Tic Tac Show
Level:
Content Review:
Number of Copies:

Appendix G

Tutorial Reports

Special Services Project Tutoring
College Skills

By Thomas O'Brien

Tutoring was offered to all students enrolled in Communication Skills classes scheduled during the daytime of Fall 1986 and Spring 1987 semesters. During the Spring tutoring was also available for students enrolled in Efficient Reading. Each student who chose to attend tutoring was provided with a mimimum of one hour of individualized or small group instruction per week, and assignments were based on recommendations from the student's instructor. Logs were kept by the tutor as a record of student progress.

During the Fall 1986 semester, nineteen students received tutoring from three tutors, using the following schedule:

Student	Tutor	Hours	Tutored
Alex Torres	Cathy Davis	Tues.	9-11
** Juan Hill	Cathy Davis	Mon.	2-3
** Leatha Burt	Cathy Davis	Mon.	1-2
** Harrieta Foss	Kathi Brown	Thurs.	9-10
** Greg Roman	Kathi Brown	Mon.	10-11
Melissa Gentillelo	Kathi Brown	Tues.	11:30-12:30
Lionel Minott	Kathi Brown	Mon.	11:15-12:15
** Michelle Melton	Kathi Brown	Tues.	2-3
** David Sabers	Kathi Brown	Thurs.	3-4
** Vicky Roller	Kathi Brown	Thurs.	10-11
** Dawn Artis	Kathi Brown	Wed.	10:15-11:15
Thomas Doyle	Kathi Brown	Wed.	9-11
** Randal DeWitt	Kathi Brown	Tues.	1-2
Joshua Carter	Kathi Brown	Tues.	10-11
** Justine Sims	Kathi Brown	Mon.	3-4
** Raymond DuBuche	Bridie Halpin	Thurs.	1:30-2:30
** Mel Sterling	Bridie Halpin	Thurs.	12:30-1:30
** Annie Woods	Bridie Halpin	Mon.	11:30-12:30
** Blain Falliere	Bridie Halpin	Mon.	10:30-11:30

** Special Services Project eligible

Fourteen students were tutored during the Spring, 1987 semester:

Student	Tutor	Hours	Tutored
** Jenna Melton	Marge Zemek	Thurs.	1-2
Dan Guglielmo	Bridie Halpin	Thurs.	10:30-11:30
Chantale Charles	Bridie Halpin	Thurs.	2:30-3:30
** Andrea Spieler	Bridie Halpin	Thurs.	10:30-11:30
Diana Raetz	Bridie Halpin	Tues.	10:30-11:30
Mark Hansraj	Bridie Halpin	Thurs.	2:30-3:30

** Mona Morency	Cathy Davis	Wed.	1-2
Yves Demorin	Cathy Davis	Wed.	1-2
Marybeth Norfleet	Cathy Davis	Wed.	1-2
** Edith Williams	Cathy Davis	Wed.	1-2
** Charlotte Mecene	Cathy Davis	Wed.	1-2
Linda Williams	Cathy Davis	Wed.	1-2
** Juan Hill	Cathy Davis	Wed.	1-2
Rahim Popal	Cathy Davis	Thurs.	2-3

Since all tutors were qualified instructors of English reading and writing skills, no specific training was provided in that area. However, tutors met with the coordinator of tutoring as needed to discuss the progress of students in tutoring sessions and to deal with some of the affective components that were identified by the tutors as areas of concern. As affective concerns were identified by the tutors, either suggestions or specific training was provided by the coordinator of tutoring.

** Special Services Project eligible

TO'B:dh
6/22/87

Tutoring - English As A Second Language

1986 - 1987

By: Kathi Brown

Funding was provided out of the Rockland Community College Budget and through the VEA/Disadvantaged grant for tutoring for English As A Second Language (ESL) students in 1986-1987. Tutoring was available as follows:

	Fall 1986	Spring 1987
Main Campus (day)	students in EF 061 and EF 071	students in EF 061 and EF 071
Haverstraw (day)	students at all levels	students at all levels
Spring Valley (evening)		students at all levels
Haverstraw (evening)		students at all levels

157 students were tutored in the Fall and 147 in the Spring. Included were 48 and 35 respectively who were Special Services Project eligible.

All students attending tutoring sessions did so outside of regular class hours, with the exception of students at Haverstraw who were tutored during regular English As A Second Language class hours at the class instructor's recommendation. Students at Main Campus and Spring Valley were given the opportunity to sign up for tutoring.

Most tutoring sessions lasted 30-60 minutes and involved a tutor working with 1-4 students in an area identified by the student and/or class instructor and/or tutor and/or Special Services Project Instructor as needing work. Materials were generally chosen from the Special Services Project collection.

Training of Counselor-Tutors was conducted by the Special Services Project Instructor or by the Student Development Center Supervisor under the Project Instructor's direction. Training consisted of assigned reading materials and discussion of linguistic, educational and cultural issues. Training sessions were scheduled for two hour per week.

Appendix H

Learning Activity Proposals

LEARNING ACTIVITY PROPOSAL

DATE: March 26, 1987

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: Understanding Human Behavior DEPT/PROGRAM College Skills

PROPOSED BY: Mary Ann Kezmarsky/Cleta Ciulla

CHECK ONE: ____ New X Revised

CREDIT HOURS ____ CONTACT HOURS 2 MAX NO. OF STUDENTS 23

PRE-REQUISITES: ____

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

Approved Dept Date

Approved Ass't Dean Date

Approved V.P./Dean Date

Course No: CS 032

I. Justification

This course is required for new students enrolled fulltime in College Skills. It is designed: (1) to provide an understanding of the whys of behavior by using the scientific method as the tool for inquiry and (2) to allow for examination of factors which may impede or promote change.

Many students who are placed in College Skills are familiar with psychological terms popularized and misused by the media. That these terms have meaning relative to their own lives and behavior is generally not recognized. The notion that thoughtful persons have constructed theories to help explain the whys of behavior is often illuminating.

The curriculum interconnects with other classes in College Skills allowing the opportunity for further exploration of newly learned concepts. In Improving Coping Skills the students participate in a series of exercises designed to promote self-exploration and recognition of perceptual differences. Affective responses to the material presented in Understanding Human Behavior are then elicited and processed. Readings chosen for Communication Skills are intended to provoke additional insight into the complexity of human behavior. It is also expected that Understanding Human Behavior will be designed to simulate a mainstream college course and will rely heavily on the lecture mode of instruction. Study skills such as notetaking from textbooks and lectures and test-taking strategies which are presented in the course, Strategies for College Success, will then be utilized and practiced in the course.

Too often, in the past, students have made choices based on impulse or have been unable to recognize constraints of cultural or familial upbringing. This overview of theoretical perspectives is necessary to enhance the total learning experience.

II. Catalogue Description

CS 032 - Understanding Human Behavior

2 classroom hours, noncredit. An examination of the various responses to life situations and problems using psychological concepts and vocabulary. Attention is given to attitudes that interfere with the assimilation of knowledge, and the role of self-image in learning.

III./IV. Competencies to be Learned/Outline of Content

The revised curriculum provides an overview of the different perspectives regarding human behavior/development. The applicability of scientific principles learned to other areas of students' lives is addressed in the following manner.

A. Introduction to Psychology:

1. Students will become aware of the scientific study of behaviors, thoughts, and emotions of individuals.
2. Students will become aware of the history of Psychology as a scientific discipline.
3. Students will become aware of those thinkers who influenced the field of Psychology.
4. Students will become aware of degree requirements and careers in Psychology.

B. Methods of Psychology

1. Students will learn that the Scientific Method consists of generating hypotheses, data collection, hypotheses verification, and transferability of findings to their personal lives.
2. Students will become aware that I.Q. tests, aptitude tests are subsumed under Psychological Tests and that they do

have limitations.

3. Students will learn which factors determine the strength of an experiment. Control groups, random assignment, and replication of results are some of the facets presented.
4. The Use of Statistics

   Students will become aware of the procedures by which statistics are computed and their use or misuse in describing human behavior.

C. Biology and Behavior

1. Students will learn the basic components and functions of the nervous system.
2. Students will become aware of the sensory receptors and their role in perception.
3. Students will learn the basic anatomy of the brain and the functions of its corresponding parts.
4. Students will become aware of the Autonomic Nervous System and its role in stress.

D The Basic Mental Processes

1. Students will learn how perception is affected by figure/ground, experience, isolation, and other factors.
2. Students will become aware of the three-stage process model of memory, the difference between recall and recognition, and Penfield's permanence theory.
3. Students will learn the elements of Pavlov's theory of classical conditioning and B. F. Skinner's reinforcement theory.
4. Students will become aware of cognitive approaches to learning and the hypothesis theory.

E. Motivation

1. Students will become aware of the difference between biological and social motives.
2. Students will learn Abraham Maslow's Hierarchy of Needs and how the needs take priority over the desires.
3. Students will become aware of the role of frustration and conflict in goal setting.
4. Students will learn how anxiety and moods in general may have a positive or negative impact on motivation.

F. The Study of Personality

1. Students will become aware of the factor analysis of personality traits.
2. Students will learn that self-concept is sometimes different from the way others see them.
3. Students will learn that social roles may mask one's personality and that behavior is often situation dependent.
4. Students will become aware of the concept of locus of control with concommitant factors of learned helplessness and assertiveness.
5. Students will become conversant with psychoanalytic theory and some of its hybrids.
6. Students will become aware of defense mechanisms and how they help us deal with anxiety.

G. Human Development: Infancy and Childhood

1. Students will learn about maturation and how it affects and changes behavior.
2. Students will examine how both heredity and environment are to be considered in development.

3. Students will become aware of the importance of affectionate relationships on emotional growth.
4. Students will learn the four stages of intellectual development devised by Jean Piaget.
5. Students will consider how self-concept and cultural norms/ expectations impact on development.

H. Human Development: Adolescence and Adulthood

1. Students will examine the physical changes that occur during adolescence and the conflict between sexual readiness and social role.
2. Students will become aware of rites of passage such as drivers license and high school graduation and their role in helping a person to become independent from parents.
3. Students will learn that the transition from complete dependence to semi-autonomy does not always run smoothly. Estrangement from parents may exacerbate drug use or early sexual activity.
4. Students will learn how low self-esteem predisposes a person to become a target for religious cults and other groups for whom intense indoctrination dictates the rejection of former values and family ties.
5. Students will examine relationships. The use of role playing may be useful in reducing anxiety with respect to dating. The issues of premarital sex, living together, and marriage will be explored.

6. Students will become aware of commitment as part of the development process in terms of marriage, birth of children, and pursuing one's own interests concurrently.
7. Students will become aware of the stress involved in a divorce and the impact on partners and offspring.

I. Abnormal Psychology

1. Students will become aware that most people experience psychological problems from time to time.
2. Students will learn to differentiate the concepts of neurosis and psychosis.
3. Students will become aware of the major psychiatric disorders and the attendant behavioral manifestations.
4. Students will learn about organic brain disorders and degenerative diseases.

J. Psychotherapy

1. Students will become aware of therapies and resources available to persons whose problems are no longer manageable.
2. Students will learn that therapists have different orientations which dictate the mode of treatment.
3. Students will learn that a client may receive individual therapy, group therapy, or both. Distinctive features of each mode will be examined.
4. Students will become aware of self-help groups and methods used.

V. Description of Specific Learning Activities.

Students will participate in class discussions during and following the lecture. Selected articles will be distributed which enhance the text. Notes will be taken. One film will be shown.

VI. Special Facilities, Equipment or Materials Required, if any.

A. Chalkboard

B. VCR and Monitor

VII./VIII. Criteria for Evaluation of Each Competency to be Learned/ Evaluation Methods to be Used.

In order to achieve a passing grade students are expected to participate in class meetings and discussions. The final grade will be based on a mid-term and final examination as well as the above.

IX. A. Required Text

Understanding Psychology by Paul R. Robbins

B. Related Readings

Selected newspaper articles.

LEARNING ACTIVITY PROPOSAL

DATE: May 15, 1986

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: College Skills Seminar I DEPT/PROGRAM College Skills

PROPOSED BY: Margaret Martin and Terence Hannigan

CHECK ONE: X New ____ Revised

CREDIT HOURS 0 CONTACT HOURS 1 MAX NO. OF STUDENTS 20

PRE-REQUISITES: _____

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

Kay Weitzman 5/21/86
Approved Dept Date

Approved Ass't Dean Date

Approved V.P./Dean Date

Course No: CS 035

I. Justification

This course is provided for students enrolled full time in beginning level English As A Second Language courses. Its purpose is to assist students, with limited or no knowledge of English, to adjust to the college environment, to gain an understanding of how the college functions and to learn how to use the institution's student services. The course is also designed to help English As A Second Language students develop strategies for taking tests through frequent testing simulations. Strategies for learning a language is a third area to be covered.

These three areas are a foundation for successful functioning of all English As A Second Language students. The course is designed to provide information about the above areas as well as to encourage students to talk about frustrations which they experience during their adjustment to a new culture, a new academic environment and a new language.

II. Catalog Description:

CS 035 - College Skills Seminar I

1 hour, non credit. This course is a co-requisite for EF 035/EF 800. The course focuses on three areas of college life relevant to the English As A Second Language student: (1) orientation to the college environment, (2) test-taking strategies, (3) language-learning strategies. This course will give the English As A Second Language students experience in taking the different types of short answer tests and present study methods for learning English. The student will also learn about

the college structure and student services available at the college.

III./
IV. Competencies to be Learned/Outline of Content

The curriculum will cover areas of college life with which the English As A Second Language student needs to be familiar in order to function at an optimal level while attending the college. Students will develop competencies in the following areas:

A. Physical Environment

1. Students will become familiar with all the buildings on campus.
2. Students will know how the room number system is organized, and be able to locate classrooms on campus.
3. Students will familiarize themselves with the location of different student services and faculty offices.

B. English As A Second Language Department

1. Students will become familiar with the names and functions of staff and faculty who provide services to English As A Second Language students.
2. Students will learn about the criteria for promotion to upper levels of English As A Second Language and for entrance in mainstream English classes.

C. Organization of the College

1. Students will become conversant in college terminology.
2. Students will become familiar with the organizational structure of the college including the various academic departments, students services, and the roles and functions of administration and faculty.

D. Test-Taking Strategies

1. Students will learn to recognize the different types of test

questions (true-false, multiple choice, etc.).

2. Students will learn to properly complete computer answer sheet
3. Students will learn to utilize different types of test-taking techniques for various types of test questions.
4. Students will learn how to prepare for tests.

E. Language Learning Strategies

1. Students will become aware of difficulties involved in learning a new language and developing strategies to overcome these difficulties.
2. Students will become aware of strategies to improve language skills outside of the classroom.
3. Students will become familiar with reference books and other materials which are helpful in language acquisition.
4. Students will become aware of their own attitudes about language which may inhibit their progress in English language acquisition.

V. Description of Specific Learning Activities

Class activities will include classroom lectures and discussion tours of main campus facilities, presentations by guest speakers, readings of handouts, notetaking and practice in the completion of tests and computer-scored answer sheets. The following is a listing of learning activities as they correspond to Sections III/IV.

A. Physical Environment:

1. Students will complete a walking tour of main campus.
2. Students will attend a presentation on the room number system and location of student service offices, classrooms and faculty offices.

B. English As A Second Language

1. A guest speaker from English As A Second Language Department will address students about English As A Second Language faculty and support services, the teaching philosophy of the English As A Second Language Department and the placement tests used by the college and the English As A Second Language Department.

C. Organization of the College

1. A presentation will be made on the vocabulary used in college with special emphasis on admission, financial aid, registration and choosing a major.
2. Lectures and handouts on the organizational structure of the college will be presented to students.

D. Test-taking Strategies

1. A presentation will be made on the different types of tests and different techniques for completing them.
2. Students will take at least three tests of each type (multiple-choice, true-false, matching column and fill-in). There will be a discussion on behaviors which hinder successful completion of tests.
3. Students will have practice in filling in computer-scored answer sheets.
4. Lectures and readings will cover preparation for taking tests.

E. Strategies for Learning a Language

1. Group discussion on student attitudes toward language, foreign cultures and language learning will be conducted.
2. A presentation will be made on different ways of learning, and techniques to use in development of English language skills

3. Students will complete a learning skills inventory to help them become aware of the methods which will best serve them in learning.

VI. Special Facilities, Equipment or Materials required

Chalkboard

Overhead projector

Computers/software on learning styles inventory

VII./
VIII. Criteria for Evaluation of each Competency to be Learned/Evaluation Methods

Students will be expected to attend classes on a regular basis and complete homework assignments and tests. In order to receive a grade of S, the student must:

A. Physical Environment

1. Complete a tour of the campus.
2. Complete at least one short answer test covering the location of the buildings/classrooms with a score of not less than 65%.
3. Students will demonstrate familiarity with the campus by taking their class to specified classrooms and offices on campus (optional activity for classes of less than ten students).

B. English As A Second Language Department

1. Complete a short answer test on basic information about English As A Second Language with a score of not less than 65%.
2. Each student will find out his/her English Placement scores and compare them with placement criteria.

C. Organization of the College

1. Each student will develop a list of academic departments and student services at the college.
2. Each student will draw a diagram of administrative and faculty positions at the college, showing hierarchial order.

D. Test-Taking Strategies

1. Students will complete a multiple choice test using a scantron answer sheet covering types of tests, preparing for tests and time management during tests. A score of 70% will be considered passing.
2. Tests in the other competencies will also serve as an evaluation of the students' ability in the area of test-taking.
3. Students will prepare a one page written description of a specific department or student service on campus.

E. Language Learning Strategies

1. Students will prepare two dozen vocabulary flash cards of English words that are difficult for them to remember.
2. Students will complete a test with a score of 65% on language learning techniques and language reference books.

IX. Required Texts

A. A bilingual dictionary in the student's native language and English.

-How To Prepare For and Take Examinations, Association of American Publishers, New York, New York. 1983.

-How To Succeed In Your College Course; A Guide For The English As A Second Language Student, Association of American Publisher New York, New York, 1983.

B. Related Readings

-How To Be A More Successful Language Learner by Joan Rubin and Irene Thomnson. Heinle and Heinle Publishers. Inc. 1982

LEARNING ACTIVITY PROPOSAL

DATE: May 15, 1986

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: College Skills Seminar II DEPT/PROGRAM College Skills

PROPOSED BY: Margaret Martin and Terence Hannigan

CHECK ONE: X New Revised

CREDIT HOURS 0 CONTACT HOURS 1 MAX NO. OF STUDENTS 20

PRE-REQUISITES: _____

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

Approved Dept Date

Approved Ass't Dean 8/26/86 Date

Approved V.P./Dean Date

Course No: CS 036

I. Justification

This course is provided for students enrolled full time in beginning level English As A Second Language courses. The course helps the student adjust to a new language, a new culture and a new academic setting. This is the second of three versions of this course. This second version of the Strategies course emphasizes: (1) decision making skills particularly in the area of choosing a major and career development, and (2) study strategies. As in the other two versions, there will also be a focus on orientation to the campus and some work on test-taking strategies for all new students.

All of the topics covered are important for success of any college student. However, these topics are of particular relevance to the English As A Second Language student because academic expectations may have been quite different from those in his/her homeland. This course prepares the English As A Second Language student to deal with academic pressures and to make use of services available at this institution.

II. Catalog Description

CS 036 - College Skills Seminar II

1 hour, non credit. This course is a co-requisite for EF 036/ EF 801. The course covers orientation information about campus. It also focuses on decision making, particularly in relation to selecting a major and a career, and study strategies.

Students are encouraged to learn about the campus and college services through tours, lectures and class discussions about issues of importance to entering English As A Second Language students.

III./
IV. Competencies to be Learned/Outline of Content

The following topics will be covered and students will demonstrate competencies listed below:

A. Physical Environment

1. Students will become familiar with all the buildings on campus.
2. Students will know how the room number system is organized and be able to locate classrooms on campus.
3. Students will familiarize themselves with the location of different student services and faculty offices.

B. English As A Second Language Department

1. Students will become familiar with the names and functions of staff and faculty that provide services to English As A Second Language students.
2. Students will learn about the criteria for promotion to upper levels of English As A Second Language and for entrance in main stream English classes.

C. Decision making and Career Development

1. Students will become familiar with the different majors, degree and certificate programs offered at Rockland Community College.
2. Students will become familiar with different careers they can choose to pursue, and with reference materials to learn more about these careers.
3. Students will know how to read a degree requirement sheet and to develop a basic plan of study.

D. Study Strategies

1. Students will learn how to use the Study/Organize/Anticipate/Recite (SOAR) study formula to prepare for tests.
2. Students will learn a series of techniques to help them anticipate test questions.
3. Students will read and review information on developing a good memory.

E. Organization of the College

1. Students will become conversant in college terminology.
2. Students will become familiar with the organizational structure of the college including the various academic departments, student services, and roles and functions of administration and faculty.
3. Students will be able to identify the different letter grades and explain their significance.
4. Students will be able to read and interpret the semester schedule of classes.
5. Students will be able to develop a class schedule of their own.

V. Description of Specific Learning Activities

In this course, the students will attend lectures by guest speaker participate in tours, and begin to use their English in class discussions.

The following is a list of Specific Learning Activities as they correspond to Sections III/IV:

A. Physical Environment

1. Students will complete a walking tour of main campus.
2. Students will attend a presentation on the room number system and location of student service offices, classrooms and faculty offices.

B. English As A Second Language

1. A guest speaker from the English As A Second Language Department will address students covering the department's educationa philosophy, departmental regulations and how placement decisions are made.

C. Decision Making and Career Development

1. Students will read and develop an understanding of the different programs leading to an Associate degree or Certificate at the college.
2. Students will visit the Life, Career and Educational Planning Center to learn about resources available to help students investigate jobs and careers.
3. Students will read and discuss the degree requirement sheet and develop a tentative educational plan of courses they would take in upcoming semesters in order to complete their degree requirements.

D. Study Strategies

1. Students will review vocabulary lists of words they will need to know in order to do readings on the SOAR study formula.
2. Students will complete short readings from textbooks and generat their own test questions for the reading material.
3. Students will read information on using mnemonic devices, visualizations and memory aids (index cards, tape players etc.).
4. Students will prepare a packet of index cards or a tape cassette to aid them in improving their vocabulary.

E. Organization of the College

1. Students will use class lectures and readings from the College Catalog to develop a list of definitions of words commonly used

in college registration, financial aid application and other academic situations.

2. Students will develop groupings of the different academic departments and a flow chart of the different faculty and administrative positions at the college.
3. Students will locate the description of letter grades in the College Catalog and compute a G.P.A. of a student's grades.
4. Students will locate the courses they are currently taking in the Schedule of Classes.
5. Students will develop a tentative schedule of courses for the coming semester with special attention to avoiding time conflict and selecting courses which they would have permission to register for.

VI. Special Facilities, Equipment or Materials required

-Chalkboard

-Overhead Projector

-Computer/Software

VII./
VIII. Criteria for Evaluation of Each Competency to be Learned/Evaluation Methods

Students will be expected to attend all classes and complete all tests and homework assignments. Furthermore, in order to complete the cours with a grade of S, the student must:

A. Physical Environment

1. Complete a tour of the campus.
2. Receive a grade of 65% or higher on a test covering location of buildings and classrooms on campus.

B. English As A Second Language Department

1. Receive a grade of 65% or higher on a test about placement in

different English As A Second Language levels and English As A Second Language departmental regulations.

C. Decision Making and Career Development

1. Receive a grade of 65% or higher on a test which covers program of study at Rockland Community College, careers and reference materials used in career development.
2. Submit a tentative plan of study which will include what courses will be taken in upcoming semesters in order to complete all degree requirements for the student's associate degree or certificate.

D. Study Strategies

1. Submit a list of anticipated test questions for short readings completed in class or for homework.
2. Submit a collection of index cards prepared by students to improve their vocabulary in English or a tape cassette of vocabulary words and their definitions.

E. Organization of the College

1. Receive a grade of 65% or higher on a test which covers words commonly used in registration, financial aid application and other academic situations, letter grades and administrative and faculty positions at the college.
2. Submit a tentative schedule for the upcoming semester showing course numbers, course titles, section numbers, days, times and classrooms.

IX. Required Texts: Your First Year in College

How To Study

Deerfield, Ma.: Scriptographic Booklets, Channing L. Bete Co., Inc., 1983.

Related Texts: Ellis, David B. Becoming a Master Student. Rapid City, S. D.: College Survival Inc., 1984.

Shepherd, James F. College Study Skills. Boston: Houghtin Mifflin, 1983.

LEARNING ACTIVITY PROPOSAL

DATE: May 15, 1986

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: College Skills Seminar III DEPT/PROGRAM College Skills

PROPOSED BY: Margaret Martin and Terence Hannigan

CHECK ONE: X New _____ Revised

CREDIT HOURS 0 CONTACT HOURS 1 MAX NO. OF STUDENTS 20

PRE-REQUISITES: _____

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

Approved Dept Date

Approved Ass't Dean 5/28/86 Date

Approved V.P./Dean Date

Course No: CS 037

I. Justification

Besides the major task of learning a new language, the beginning level English As A Second Language student deals with adjustment to a new academic environment. This course exposes the entering full time English As A Second Language student enrolled in beginning level English As A Second Language courses to information about his/her new academic environment in order to facilitate a more comfortable adjustment to the institution.

Before students can make use of the services available at Rockland Community College, they must be aware of the services and have some information about how to use them. This course is designed to introduce the English As A Second Language student to services and facilities and to help them to develop skills necessary to use these services.

This is the third of three versions of this course. It highlights use of the Library Media Center since many entering English As A Second Language students have limited library skills and may not be familiar with all the services and materials in this Center.

For the same reasons, this course will also focus on career development and the resources available in the Life, Career and Educational Planning Center about careers. Although the entering English As A Second Language students may not have to make decisions immediately about choice of a major and a career, exposure to this Center should encourage them to be thinking about their future. Students will also be given a chance to voice their concerns on other issues of adjustment during class.

II. Catalog Description:

CS 037 - College Skills Seminar III

1 hour, non credit. This course is a co-requisite for EF 036/EF 801. The course covers orientation to the college environment with emphasis on the Library Media Center and the Career and Educational Planning Center. Students will learn about these areas through lectures, tours, reading assignments and exercises to develop familiarity with these two centers.

III./
IV. Competencies to be Learned/Outline of Content

A. Physical Environment

1. Students will become familiar with all the buildings on campus.
2. Students will know how the room number system is organized and be able to locate classrooms on campus.
3. Students will familiarize themselves with the location of different student services and faculty offices.

B. English As A Second Language Department

1. Students will become familiar with the names and functions of staff and faculty that provide services to English As A Second Language students.
2. Students will learn about the criteria for promotion to upper levels of English As A Second Language and for entrance into mainstream English classes.

C. Organization of the College

1. Students will become conversant in college terminology.

2. Students will become familiar with the organizational structure of the college including the various academic departments student services, and roles and functions of administration and faculty.
3. Students will be able to identify the different letter grades and explain their significance.
4. Students will be able to read and interpret the semester schedule of classes.
5. Students will be able to develop a class schedule of their own

D. Library Orientation

1. Students will become familiar with the library through discussion and reading about libraries and through a tour of the Library Media Center.

E. Understanding the Life, Career and Educational Planning Center

1. Students will become acquainted with the Life, Career and Educational Planning Center and the services available at this Center.

D. Description of Specific Learning Activities

Students will develop skills mentioned previously through class lectures and discussions, tours on campus, reading assignments and exercises to develop competencies in basic research in the Library Media Center and the Life, Career and Educational Planning Center. Below is a list of specific learning activities.

A. Physical Environment

1. Students will complete a walking tour of the campus.
2. A classroom presentation will be made on the room number system and location of student services office, classrooms, and faculty offices.

B. English As A Second Language

1. A guest speaker from English As A Second Language Department will address students about English As A Second Language faculty and support services, the teaching philosophy of the English As A Second Language Department and the placement tests used by the college and the English As A Second Language Department.

C. Organization of the College

1. A presentation will be made on the vocabulary used in college with special emphasis on admission, financial aid, registration and choosing a major.
2. Lectures and handouts on the organizational structure of the college will be presented to students.

D. Library Orientation

1. Students will become familiar with the library through discussion and reading about libraries and through a tour of the Library Media Center.
2. Students will complete at least one library assignment which will be a question on history, geography or language. They will submit a written report on how they located the information in the Library Media Center.

E. Understanding the Life, Career and Educational Planning Center

1. Students will become acquainted with the Life, Career and Educational Planning Center and services available at this Center.
2. Students will complete a learning skills inventory to help them become aware of the methods which will best serve them in learning.

VI. Special Facilities, Equipment or Materials required

Chalkboard

Overhead projector

Computers/software on learning styles inventory

VII./
VIII. Criteria for Evaluation of each Competency to be Learned/ Evaluation Methods

Students will be expected to attend classes on a regular basis, complete homework assignments and tests. In order to receive a grade of S, the student must:

A. Physical Environment

1. Complete a tour of the campus.
2. Complete at least one short answer test covering the location of the buildings/classrooms with a score of not less than 65%.
3. Students will demonstrate familiarity with the campus by taking their class to specified classroom and offices on campus (optional activity for classes of less than ten students).

B. English As A Second Language Department

1. Complete a short answer test on basic information about English As A Second Language with a score of not less than 65%.
2. Each student will find out his/her English Placement Scores and compare them with placement criteria.

C. Organization of the College

1. Each student will develop a list of academic departments and student services at the college.
2. Each student will draw a diagram of administrative and faculty positions at the college, showing hierarchial order.
3. Students will prepare a one page written description of a specific department or student service on campus.

D. Library Orientation

1. Students will complete a test with a score of 65% or higher on research in and use of the Library Media Center.
2. Students will demonstrate basic research abilities by locating specific periodical articles, books and other materials in the library.
3. Students will apply for a library card at their local library and show it to their instructor.

E. Life, Career and Educational Planning Center

1. Students will gather information on the career of their choice and submit a short written assignment on what they have learned.
2. Students will select a four year college and research it. This information will be submitted in a short written report or in an oral presentation.

IX. A. Revised Texts - A bilingual dictionary in the student's native language and English

Libraries and You. Deerfield, Ma.: Scriptographic Booklets, Channing L. Bete Co., Inc., 1981.

B. Related Readings - Rockland Community College Catalog, 1985-198

Rockland Community College Student Handbook, 1985-1986

LEARNING ACTIVITY PROPOSAL

DATE: June 9, 1987

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: Relaxation and Stress Reduction DEPT/PROGRAM Psychology

PROPOSED BY: Dr. Margaret Martin

CHECK ONE: ____ New X Revised

CREDIT HOURS 1 CONTACT HOURS ____ MAX NO. OF STUDENTS 23

PRE-REQUISITES: None

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Catalog Description

Section III: Competencies to be Learned

Section IV: Detailed Outline of Content

Section V: Description of Specific Learning Activities

Section VI: Special Facilities, Equipment or Materials Required, if any

Section VII: Criteria for Evaluation of each Competency to be Learned

Section VIII: Evaluation Methods to be used

Section IX: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

Approved	Dept	Date
Approved	Ass't Dean	Date
Approved	V.P./Dean	Date

Course No: PS 840

I. Justification:

Stress is an integral part of the natural fiber of life. Everybody has it to some degree; everybody talks about it; yet few take the time to find out what it really is. The word means different things to different people; it's a unique experience for each person, but at the same time, it's common to all. Stress is unique in that a situation which one person finds to be stressful may be different from what another finds to be stressful. It depends on the individual's perception of the situation and his/her coping mechanisms. Stress is common to all in that when someone says that he/she is experiencing stress, most can identify and empathize with the feeling. This curriculum is designed to address both the uniqueness and commonality of stress that all share.

Going to college classifies as a major change and stress producer in the life of a young adult; going to college hampered by academic skill deficits doubly compounds the problem. Educationally disadvantaged students have generally not had successful academic experiences. They have usually found this milieu to be one which produces failure, frustration, loss of self esteem, and thus anxiety. College Skills offers many of these students a second chance at academic success; with this opportunity comes the inherent anxieties over studying, tests, peers, success/failure, etc. Most College Skills students perceive this second chance as a potential threat and thus experience increased anxiety in this academic arena.

What is generally agreed upon is that high anxiety is often

associated with poor achievement in primary, secondary, and university students. The adverse effects of anxiety can contribute to the underachievement and/or academic failure of many potentially able students. If this is spotted early in their academic careers and if assistance if offered, the academic mortality rate of these students could be reduced.

While much anxiety of the college student centers around academics, it is not the sole stressor. Concommitantly these students must also cope with their own personal/social/environmental stressors. These stress arenas can have as much effect on academic success as the academic test does. This seminar in stress reduction introduces techniques which can be applied to any source of anxiety, not just academic. Students will be taught several processes which can be generalized to their particular needs. The rationale for providing more than one technique to reduce anxiety is based upon the appreciation of the uniqueness of the individual and that, depending on the individual and the particular stressor, certain techniques are more effective than others.

Objectives of the course are:

1. To promote a level of awareness of stress producing events.
2. To expand the participants'repertoire of coping mechanisms for stress reduction.
3. To provide a vehicle wherein the participants can apply new methods of stress reduction.
4. To encourage the transference of stress reduction techniques to school, business, professional and personal environs.

II. Catalog Description:

PS 840 Relaxation Training/Stress Reduction

1 hour, 1 credit. A seminar exploring the areas of tension in the body and ways to reduce that tension. Various relaxation and awareness techniques are utilized including Yoga stretching, progressive relaxation, fantasy, bioenergetics, and guided imagery.

III./
IV. Competencies to be Learned/Detailed Outline of Content.

A. Defining Stress and Anxiety.

1. Students will be able to define stress/anxiety and related terms.

2. Students will become cognizant of the common sources of stress.

3. Students will identify personal sources of stress.

B. The Stress/Anxiety Process.

1. Students will become aware of the physiological, emotional, and cognitive manifestations of stress.

2. Students will learn the psychobiological process of stress/anxiety (stressor, threat, anxiety).

3. Students will become familiar with the physiological process of stress.

4. Students will identify present coping mechanisms for stress.

C. Behavioral Theory: Relaxation Techniques.

1. Students will learn the Behavioral Theory explanation of stress/anxiety as a learned response.

2. Students will learn the skill of the Progressive Relaxation Technique.

3. Students will integrate this technique with their personal stressor.

D. Behavioral Theory: Systomatic Desensitization.

1. Students will learn the definition of a hierarchy of fears.

2. Students will learn to construct a hierarchy of fears.

3. Students will become cognizant of the Behavioral Theory application of reconditioning/relearning.

4. Students will become aware of the skill of combining the hierarchy with relaxation.

5. Students will practice, learn and integrate the skill of Systomatic Desensitization with their personal stressor.

E. Cognitive Theory: Rational Emotive Therapy.

1. Students will increase their awareness of the differences between the Behavioral and Cognitive Theory explanations of stress/anxiety.

2. Students will become aware of Rational Emotive Therapy as developed by Albert Ellis.

3. Students will learn the ABC-D theory for stress reduction.

4. Students will discover their own self talk and irrational beliefs that increase their anxiety.

5. Students will learn the skill of D-disputing irrational beliefs.

6. Students will practice, learn, and integrate the skill of the ABC-D theory with their personal stressor.

F. Cognitive theory: Problem Solving/Decision Making

1. Students will learn the Decision Making Model and its application to stress reduction.

2. Students will become aware of the uses of brainstorming in decision making.

3. Students will learn the rules of brainstorming.

4. Students will become cognizant of the impediments to the Decision Making Process.

5. Students will practice, learn and integrate the Decision Making Process with their personal stressor.

G. The Use of Recreation and Escape.

1. Students will become cognizant of the positive aspects of recreation and escape for stress reduction.

2. Students will identify the risks involved in these measures.

3. Students will become aware of how these techniques may be applied to their personal stressors.

H. The Use of Friends and Communication.

1. Students will become aware of how friends and communication can reduce stress.

2. Students will become familiar with their own communication process with friends.

3. Students will expand their awareness of the use of friends and communication with their personal stressors.

V. Description of Specific Learning Activities.

Students will learn the skills primarily within a seminar model, using didactic presentations and experiential learning. The thrust of the course will be to introduce techniques for stress reduction and to allow for student application of each technique. Student interaction and sharing of their personal application of/reaction to the techniques will comprise most of the course.

A. Defining Stress and Anxiety.

1. Group discussion and concensus of stress/anxiety definitions.

2. Didactic presentation of common sources of stress.

3. Exercises to encourage students to become aware of stressors in their lives.

4. Group processing of the exercise and individual sources of stress.

B. The Stress/Anxiety Process.

1. Didactic presentation of stress process (psychobiological and physiological).

2. Group discussion of text reading on the physiological, emotional, and cognitive manifestations of stress.

3. Exercise to help students identify their present coping mechanisms for stress.

4. Processing of group exercise and discussion.

C. Behavioral Theory: Relaxation Technique.

1. Didactic presentation of the Behavioral explanation of stress/anxiety.

2. Group discussion of the text reading and the Behavioral Theory to stress.

3. Exercise to teach the Progressive Relaxation Technique.

4. Processing of group exercise and its application to personal stressor.

D. Behavioral Theory: Systomatic Desensitization.

1. Group discussion of text reading and construction of a hierarchy of fears.

2. Didactic presentation of hierarchy construction.

3. Exercise in construction of a hierarchy of fears.

4. Processing of group exercise and its application to personal stressor.

E. Cognitive Theory: Rational Emotive Theory.

1. Didactic presentation of Cognitive Theory and the difference from Behavioral Theory of stress/anxiety.

2. Group discussion of text reading, Rational Emotive therapy and the ABC-D theory.

3. Group exercise in applying the ABC-D theory to a stressor.

4. Processing of group exercise and its application to a personal stressor.

F. Cognitive Theory: Problem Solving/Decision Making.

1. Didactic presentation of the Decision Making Model and its application to stress reduction and brainstorming.

2. Group exercise of application of brainstorming rules and Decision Making and the impediments to such.

3. Processing of group exercise and its application to personal stressor.

G. The Use of Recreation and Escape.

1. Group discussion of the text reading and the positive and negative aspects of using recreation and escape to reduce stress.

2. Group discussion of its application to personal stressors.

H. The Use of Friends and Communication.

1. Didactic presentation of the communication process as a means of stress reduction.

2. Group discussion of the text reading and the use of friends and communication to reduce stress.

3. Group discussion of its application to personal stressors.

VI. Special Facilities, Equipment, or Materials Required.

1. Chalkboard.

2. Room with moveable chairs.

3. Tape recorder.

VII./
VIII. Criterion for Evaluation of Each Competency to be Learned/ Evaluation Methods.

Given the seminar nature of the class, each competency will be evaluated by the following criteria:

1. Involvement in group discussion and processing.

2. Participation in exercises.

3. Accurate written and experiential demonstration of the skill learned in each unit.

Course requirements:

1. Active participation in seminar discussions/activities.
2. Completion of weekly assignments.
3. Mid-term and Final Exam

Grading Policy:

1.	Participation/Attendance	-	25%
2.	Written Assignments	-	25%
3.	Mid-term Exam	-	25%
4.	Final Exam	-	25%

Grades will be Pass/Fail

IX. A. Required Text.

Walker, C.E. (1975). Learn to Relax - 13 Ways to Reduce Tension. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

B. Related Reading.

Supplemental materials provided by instructor.

LEARNING ACTIVITY PROPOSAL

DATE: January 8, 1987

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: Personal and Interpersonal Growth DEPT/PROGRAM Psychology

PROPOSED BY: Mary Ann Kezmarsky/Margaret Martin

CHECK ONE: ____ New X Revised

CREDIT HOURS 1 CONTACT HOURS ____ MAX NO. OF STUDENTS 23

PRE-REQUISITES: none

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

Approved Dept Date

Approved Ass't Dean Date

Approved V.P./Dean Date

Course No: PS 850

Personal/Interpersonal Growth

I. Justification:

This course is required for continuing students in their second semester of College Skills. The objectives of the course are as follows:

A. To promote a high level of awareness of the behaviors that enhance and those that block effective communication in a group setting.

B. To provide a vehicle wherein participants can practice and refine skills of effective communication.

C. To provide an openness of communication that provides useful feedback.

D. To encourage communication skills that may be effectively transferred to school, business, professional and personal environs.

E. To promote a high level of awareness of the stages of group process.

Thus, the purpose of Personal/Interpersonal Growth is to provide and develop a group in which a climate of safety exists so that freedom of expression and reduction of defensiveness can occur. In such a climate group members will be able to express feeling reactions towards self and others, develop a mutual trust for the process of expressing real feelings, and accept themselves and others for whom they are.

From this process will come the opportunity for changes in personal attitudes and behaviors leading to improved relationships. These changes in attitudes and behaviors will come from an increased awareness of how each group member appears to others and how he/she impacts on their interpersonal relationships.

These learnings from the group experience can then be carried

over and utilized in relationships outside the classroom setting. Greater freedom and improved communication can become a potential for dealings with spouses, children, peers, subordinates and superiors on a day to day basis.

The rationale for the use of a group to achieve these ends is based upon the work of Carl Rogers and others. It has been demonstrated that group training has a direct effect on changes in sensitivity, the ability to manage feelings, the directionality of motivation, attitudes toward self and others, and interdependence. These changes then lead to greater flexibility and expressiveness on the part of group members. They become closer to feelings and express their feelings as they occur, and are willing to risk relationships on a feeling basis.

The format/structure of this curriculum is based on the developmental stages of a group as stated by Rogers. The stages are as follows:

1. Communication about external events.
2. Feelings described as external objects.
3. Description of feelings from past.
4. Feelings described as present and owned by individual.
5. Feelings expressed at moment of occurence and experienced in immediate present.
6. Feelings previously denied experienced with immediacy and acceptance.

II. Catalog Description:

PS 850 - Personal and Interpersonal Growth

1 hour, 1 credit. This group process increases our understanding and acceptance of self and others through a positive exploration of past and present experiences. Through sharing and self-disclosure of feelings and ideas, participants discover the value of honest communication in such settings as college, home, and work, as well as social situations.

III./IV. Competencies to be Learned/Detailed Outlines of Content:

A. Understanding the Need for and Difficulty with Interpersonal Communication in a Group Setting.

1. Students will become cognizant of the need to communicate within a group setting.

2. Students will become cognizant of the difficulties in communicating within a group setting.

3. Students will begin their own interpersonal communication with the group by introducing themselves to the group.

B. Strategies for Group Building.

1. Students will become aware of behaviors that allow for the beginnings of interpersonal communication in a group.

2. Students will become cognizant of specific skills that enhance the opportunities to discover commonalities among its members.

3. Students will become familiar with a model of personal development/group development (Jo-Hari Window of Communication).

C. Strategies for Risk-Taking/Self Disclosure in a Group Setting.

1. Students will increase personal sharing in the group.

2. Students will become aware of risk-taking/investment area of group communication.

3. Students will learn to recognize their own areas of risk in communication.

D. Feedback.

1. Students will learn the skill of constructing helpful feedback.

2. Students will become aware of communication styles that invite feedback.

E. Integration of Investment and Feedback Cycle.

1. Students will become cognizant of the connection between risk-taking/self disclosure and feedback within a group setting.

2. Students will explore the similarities/discrepancies of self and others' perception.

F. Intragroup Competition.

1. Students will become cognizant of group member roles (their own and others).

2. Students will learn to identify and work through differences and naturally occurring competition among members.

G. Subgroup Alignments and Feedback.

1. Students will become aware of subgroups within group in order to minimize group destruction.

2. Students will become cognizant of leadership issues.

H. Group Interaction and Feedback.

1. Students will learn to use the investment/feedback cycle within the group interaction.

2. Students will further integrate the skills of effective communication.

I. Closure/Termination.

1. Students will become aware of the termination process of groups and their own termination needs.

2. Students will learn to effectively close their group participation.

V. Description of Specific Learning Activities.

Students will learn those skills previously specified through a combination of didatic and experimental activities including: lecture/discussion, textbook reading, exercises/techniques, role playing, simulations, in vivo experiences.

A. The Need for and Difficulty with Interpersonal Communication in a Group Setting.

1. Group discussion of inter and intrapersonal growth via communication in a group setting and the positives and negatives associated with it.

2. Exercises focusing on communication/introductions.

3. Processing of the group exercises and discussions.

B. Strategies for Group Building.

1. Didactic presentation of the Jo-Hari Window as a model of communication.

2. Exercises to enable group members to learn more about themselves and other members in a non-threatening manner.

3. Processing of the group experience.

C. Risk-Taking/Self Disclosure in a Group Setting.

1. Didactic presentation of the Risk-Taking area of the Jo-Hari Window.

2. Discussion of first part of text as it relates to risk.

3. Exercises to enable students to be cognizant of their areas of risk and to encourage the sharing of these areas.

4. Processing of the group experience.

D. Feedback.

1. Didactic presentation of the "helpful feedback" model of the Jo-Hari Window.

2. Exercises to enable members to practice and use the feedback model.

3. Processing of the group experience using the feedback model.

E. The Investment and Feedback Cycle.

1. Group discussion of second part of text and its relationship to self and others' perseptions as a product of investment and feedback.

2. Exercises to help students experience the cycle.

3. Exercises to help students discover perceptual screens.

4. Processing of the group experience.

F. Intra-group Competition.

1. Didactic presentation and discussion of group member roles.

2. Exercises to help students recognize and experience normal group competition and identify group member roles.

3. Processing of group experience.

G. Subgroup Alignments and Feedback.

1. Discussion of issues of leadership, roles and interaction.

2. Exercises to demonstrate the sub-group alignments on leadership issues.

3. Processing of group experience.

H. Group Interaction and Feedback.

1. Group exercises to further provide the experience of investment/feedback cycle using the group's perception.

2. Processing of the group experience.

I. Closure/Termination

1. Discussion of termination of the group process and the members' individual termination needs.

2. Exercises to allow for group closure.

3. Group processing of the group experience.

VI. Special Facilities, Equipment, or Materials Required:

1. Chalkboard.
2. Room with movable chairs.

VII./VIII. Criterion for Evaluation of Each Competency to be Learned/Evaluation Methods.

Given the experiential nature of the class, each competency to be learned will be evaluated by the following criteria:

1. Involvement in group discussion and processing.
2. Participation in exercises.
3. Completion of work assigned for the competency.

In order to receive a passing grade, the student's course requirements are as follows:

1. Active participation in all sessions.
2. Completion of a weekly log.
3. Selected readings, homework assignments, book reaction.
4. Minimum of 2 individual meetings with instructor.

TBA

Course Grading System: Pass Fail

IX. Required Text.

1. Why Am I Afraid To Tell You Who I Am?
by John Powell.

LEARNING ACTIVITY PROPOSAL

DATE: July 8, 1987

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: Occupational Awareness DEPT/PROGRAM Psychology

PROPOSED BY: Dr. Margaret Martin

CHECK ONE: ____ New X Revised

CREDIT HOURS 1 CONTACT HOURS ____ MAX NO. OF STUDENTS 23

PRE-REQUISITES: none

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Catalog Description

Section III: Competencies to be Learned

Section IV: Detailed Outline of Content

Section V: Description of Specific Learning Activities

Section VI: Special Facilities, Equipment or Materials Required, if any

Section VII: Criteria for Evaluation of each Competency to be Learned

Section VIII: Evaluation Methods to be used

Section IX: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

Approved	Dept	Date
Approved	Ass't Dean	Date
Approved	V.P./Dean	Date

Course No: PS 950

I. Justification

Choosing a career is a major task facing college students. The literature indicates that when one chooses an occupation which comlements his/her lifestyle and uses strengths while minimizing weaknesses, there is a greater chance that he/she will achieve success. However, one cannot choose what one does not know. A wise decision depends on careful study of different occupations and how personal preferences correlate with the chosen track.

This course has been designed, therefore, to allow students the opportunity to explore the various occupational fields and how they relate to the students' own individual needs. This enables them to complete the first step towards making an educated career decision. While the course is designed primarily to serve students enrolled in College Skills and English As A Second Language courses, it is available for selected mainstream students.

Course Objectives

1. Provide a format whereby students may become familiar with career opportunities for which a particular degree or certificate will prepare them.

2. Allow students to have experts from various College departments explain their courses and programs in detail and learn how their courses and programs are preparatory for work in the field.

3. Provide students the benefit of taking an Occupational Interest Inventory to better understand the realtionship between interests, abilities and occupational choices.

4. Afford students the experience to develop their interviewing skills and widen their source of information by completing a formal interview with a person in a field of their choice.

5. Acquaint students with four year college programs and the resources of the Life Career Educational Planning Office.

II. Catalog Description

1 hour, 1 credit. In this course the student explores specific personal needs, values, and goals and their relationship to realistic occupational possibilities. Group discussion, readings, aptitude, and interest tests may be used to aid the student's exploration. Students learn how to investigate various occupations in light of their own interests, goals, needs, and abilities.

III./
IV. Competencies to be Learned/Outline of Content

Occupational Awareness is structured to provide students with an opportunity for greater awareness of their vocational aptitude and enriched understanding of career choices.

Students enrolled in PS 950 will develop competencies in the following areas:

A. Awareness of career choices.

1. Students will become aware of various occupational choices.

2. Students will learn that occupations and professions are composed of numerous specific job choices.

B. Assessing Personal Preferences and Creating Career Goals.

1. Students will become more informed of what their interests are.

2. Students will develop an awareness of the connection between their specific interests and the various occupations which may complement them.

C. Familiarity With Major Courses of Study.

1. Students will become familiar with the major courses of study at Rockland Community College.

2. Students will become familiar with those areas of study obtainable at a four year college.

3. Students will learn about the transfer proceedure as it pertains to the pursuit of a Bachelor's degree.

D. Communicating With the Professional Community.

1. Students will become acquainted with faculty members representing various disciplines in the College.

2. Students will enrich their understanding of a particular occupation by interviewing a member of a chosen field.

V. Description of Specific Learning Activities.

Students will learn the aforementioned skills through a number of pedagogical methods. Included will be lectures, group discussions, reading assignments, weekly reaction papers, an interest inventory and individual meetings with the instructor.

A. Becoming Aware of Career Choices.

1. Conduct a survey in class of students' occupational interests to determine a roster of speakers.

2. Lecturers from various departments speak on their respective fields.

B. Assessing Personal Preferences and Creating Career Goals.

1. Students take the Kuder Occupational Interest Survey.

2. Each student meets individually with the instructor/counselor.

3. Students read "What Everyone Should Know About Career Planning."

C. Gaining Familiarity With Major Courses of Study.

1. Students read the College Catalog.

2. Students visit the Life Career Educational Planning Center to become acquainted with its resources and the transfer procedure to a four year college.

D. Communicating With the Professional Community.

1. Students discuss with departmental representatives about their respective departments and occupational fields.

2. Each student interviews someone from a field of their choice and presents a report to the instructor/counselor.

VI. Special Facilities, Equipment or Materials Required.

1. Room with chairs

2. Chalkboard with chalk and erasers

3. Lectern.

VII./
VIII. Criteria for Evaluation of Each Competency to be Learned/ Evaluation Methods.

In order to evaluate each competency to be learned the following criteria has been established:

1. Attendance for class meetings and participation in discussions and question/answer sessions.

2. Interview conducted by student with person involved in an occupation of choice.

3. Completion of reading and writing assignments throughout the semester.

4. Completion of Kuder Occupational Interest Survey.

Grading Policy

1. Attendance/Participation - 50%

2. Written Interview - 25%

3. Assignments/Homework - 25%

Grades will be Pass/Fail

IX. Related Reading

1. "What Everyone Should Know About Career Planning," A Scriptographic Booklet

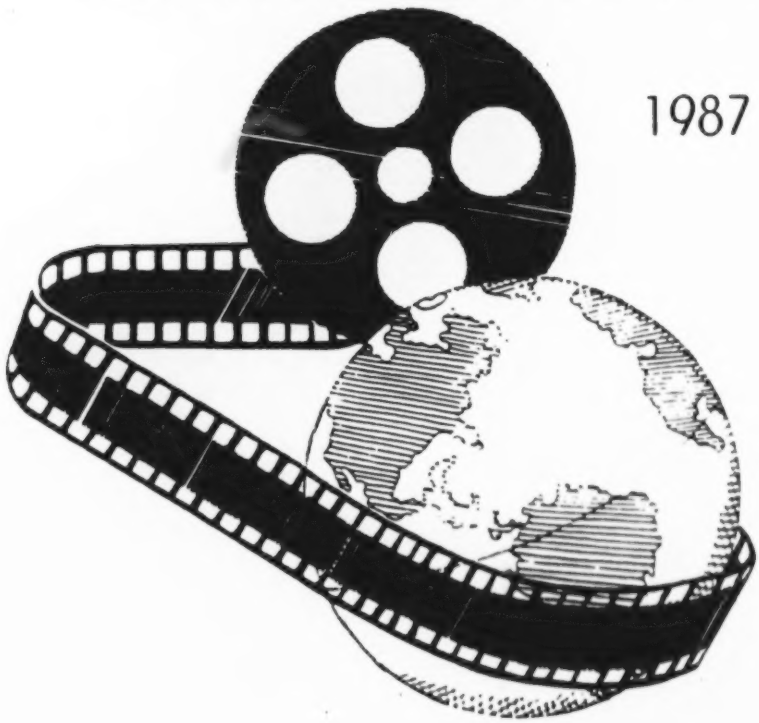
2. The Rockland Community College Catalog.

Appendix I

College-wide Film Festival

College-Wide Intercultural FILM FESTIVAL

1987



Introduction

The College-wide Intercultural Film Festival addresses topics of interest to Rockland Community College students.

The films fall into two groups: many present aspects of the Latin American and Caribbean experience, while others focus on the United States from a social, psychological and cultural perspective. Students from the United States and those from abroad can learn about one another's cultures and history in such a way that a more sophisticated understanding can be achieved.

The festival runs throughout the academic year at Main Campus, Haverstraw, and Spring Valley. All showings are free.

Please note the dates and times of presentations and come join us with your friends.

Enjoy and learn through the medium of film!

TERRY HANNIGAN, International Student Services
DAVID STERN, Special Services Project

Films

All films on the Main Campus will be shown at 11:30 am in Room 3101.

All films at the Spring Valley Local Learning Center will be shown at 6:00 pm in the Library, 3rd floor.

Consult with the ESL Coordinator for specifics on the films showing at the Haverstraw Local Learning Center.

Learn to Live With Stress
The effects of stress on the brain and body, with a focus on how it relates to hypertension, heart problems and other threats to health.
MAIN CAMPUS: Thurs., February 26
SPRING VALLEY: Tues., February 24
HAVERSTRAW: Wed., February 25

Early Misgivings:
A Film on Child Abuse
Explores the roots of Child Abuse, and current methods of treatment and prevention. Includes interviews with parents, doctors and victims. 27 minutes.
MAIN CAMPUS: Thurs., February 26
SPRING VALLEY: Tues., February 24
HAVERSTRAW: Wed., February 25

El Piropo
A look at the Hispanic custom of the street comment.
MAIN CAMPUS: Thurs., March 26
HAVERSTRAW: Wed., March 25

The Double Day
South American women talk about their responsibilities on the job and at home.
MAIN CAMPUS: Thurs., March 26
HAVERSTRAW: Wed., March 25

Through Young People's Eyes
The attitudes of young Blacks and Hispanics growing up in the ghetto; peer pressure, marriage and life goals. 29 minutes.
SPRING VALLEY: Tues., March 24

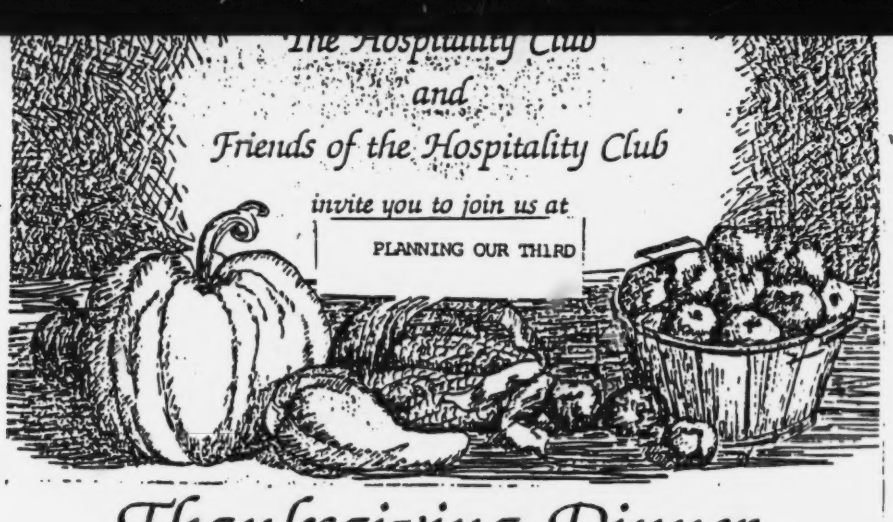
Review of the Sixties
A look at the major events of the 1960's and how they influence us today: the assassinations of the Kennedys and King; inflation, the Beatles, and Vietnam. 44 minutes.
MAIN CAMPUS: Thurs., April 9
SPRING VALLEY: Tues., April 7
HAVERSTRAW: Wed., April 8

Fifty Miles From Times Square
Putnam County, NY — its fiddlers, farmers, commuters and hippies. 43 minutes.
MAIN CAMPUS: Thurs., April 9
SPRING VALLEY: Tues., April 7
HAVERSTRAW: Wed., April 8

Review of the Seventies
A review of a decade which brought us Watergate, Kent State and the oil embargo. 44 minutes.
MAIN CAMPUS: Thurs., May 7
SPRING VALLEY: Tues., May 5
HAVERSTRAW: Wed., May 6

Appendix J

Thanksgiving Dinner for International Students



Thanksgiving Dinner

TO: Margaret Martin

FROM: Celia Greenberg

RE: Third Thanksgiving Dinner

A meeting to plan our Third Thanksgiving Dinner for International Students will be held on:

Monday, September 29 at 11:30 a.m. in room 3108.

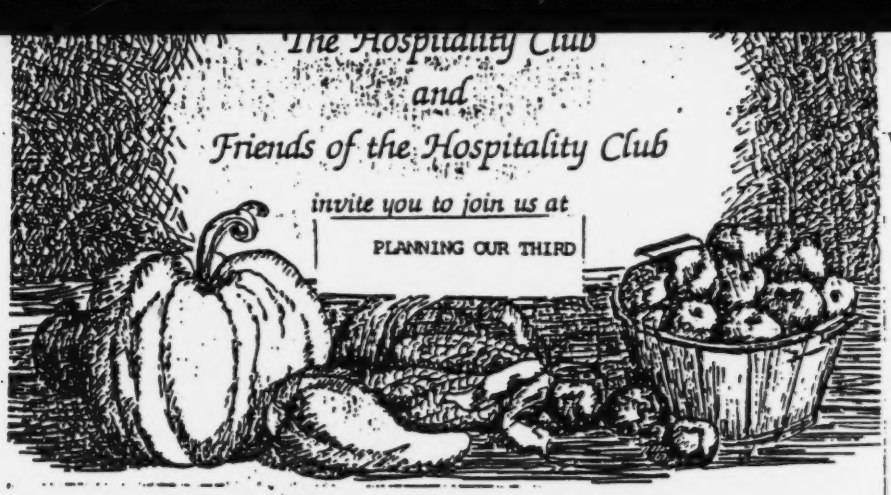
Several committees are being formed:

Decorations
Publicity
Food- Fund raising
Entertainment- Speakers
Setting -up/ Clean-up
Printing
Serving Food
Other

The Thanskgiving Dinner will be held on November 25 from 2:00 to 5:00 p.m.

We need a lot of help to get this worthwhile project off the ground and bring it to a succesful completion.

If you are unable to attend the meeting, but want to get involved, or if you know of anyone that will be interested in participating, please let me know at ex 530.



Thanksgiving Dinner

TO: FRIENDS OF THE HOSPITALITY CLUB

FROM: CELIA GREENBERG

RE: THIRD THANKSGIVING DINNER

Our next meeting to plan our Third Thanksgiving Dinner for International Students will be held on:

Monday, November 3 in room 3200 at 11:30

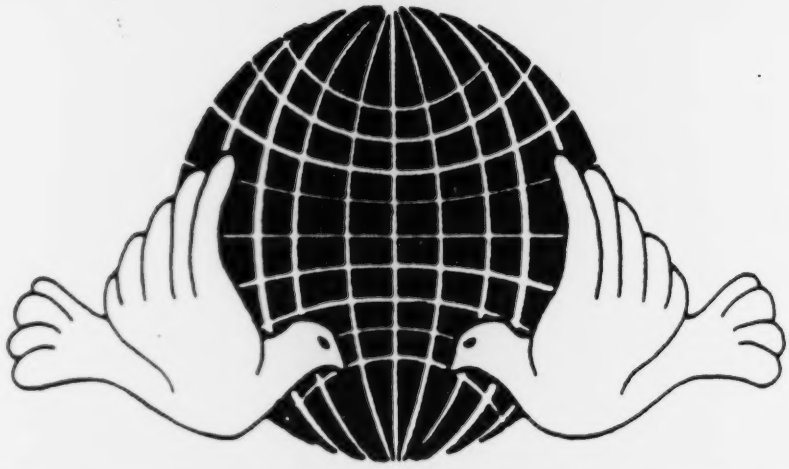
The response has been GREAT!

Financial contributions are arriving.

The revised list of volunteers are:

Carving- Joe Famellette, Oden Oak, Howard Berry
Clean Up- Tom O'Brien, Emily Feldman, Irene Thorvath, Amy Simeone
Decorations- Barrie Peterson, Hospitality Club
Donations- Gene Cameron, Walter Greenberg, Andrea Bythewood, Teery Hannigan, Cathy Papparella
Finances- Mary Ann Gaherty
Guest List, Invitations, labels- Celia Greenberg, Ann Weber
Pick up food- John Byman, Parag Sheth, Jay Flakowitz, Jamie Cupolo
Program- Celia Greenberg, Marjorie Farrell, Phyllis Benjamin
Printing- Carol Alexander
Publicity- Phyllis Benjamin, Bob Gleason
Security- Walter Greenberg, Phyllis Benjamin
Serving Food- Susan Horowitz, Rochelle Mezoff, Theresa Merkel, Ronnie Zevon, Marjorie Najac, Lillian Kellin, Maria Dell'Arciprete Ellen Pryor, Irene Cohen
Setting up- Linda Schank, Barbara Waxenberg, Bonnie Nadler, Henry Weinstock
Traffic Control- Shirley Israel, Irene Cohen, Hospitality Club
Photography- Tom Herman, Barbara Viniar
Video- Janice Goldstein
Left over food donations- Cathy Papparella.

1987
Intercultural Festival



WEEK OF APRIL 20-28

Students' Cultural Displays	Library Hours	Library Media Center

MONDAY APRIL 27 — ATHLETIC EVENTS

Soccer Tournament Championship	12:10-1:30 pm	Outdoor Soccer Field
Intercultural Festival Walk/Run	Sign Up 12:00, Start 12:30	Fieldhouse Arena

TUESDAY, APRIL 28 — FOODS AND ARTS FROM AROUND THE WORLD

Intercultural Festival Luncheon	12:00-2:00 pm	Room 3108 $3/$4
Performing Arts & Costume Parade	2:30-5:00 pm	Theatre, Cultural Arts Center
International Foods and Entertainment	7:00-9:00 pm	Room 3101 $1

WEDNESDAY, APRIL 29 — SHARING RELIGIOUS PERSPECTIVES

Courtship and Marriage Perspectives of World Religions: A Student Panel to Speak	12:30-2:00 pm	Room 3108

THURSDAY, APRIL 30 — WORLD ECONOMICS

International Business Forum	12:00-2:00 pm	Theatre, Cultural Arts Center

SATURDAY/SUNDAY, MAY 2-3 — POLITICAL ISSUES

Rockland Community College/ Stony Point Conference Center Forum— Thinking Globally: Dialogue between Rockland County and the World With the Social Science Colloquium	9:00 am-3:00 pm Saturday 11:00 am-4:00 pm Sunday	Stony Point Conference Center

250

For further information call: Celia Greenberg, ext. 373, Terry Hannigan, ext. 269 or Barrie Peterson, ext. 373.

ROCKLAND
COMMUNITY
COLLEGE
State University of New York

STUDENT SERVICES DEPARTMENT

April 16, 1987

Dear RCC Faculty and Staff,

The Student Life Office and the International Student Services, with the cooperation of the ethnic clubs of Rockland Community College, are organizing our fifth annual International Festival.

The college strives to encourage intercultural education for our diverse students as well as our local residents. This year we are conducting events for the entire week and we will deem it a privilege if you could bring your students to our activities. Please note that you and your students are invited to all the events (see enclosed program).

Tickets for the intercultural luncheon will be available from 9:00 a.m. to 5:00 p.m. on Monday, April 27, at the Office of Student Life - $3 ($4 non-students).

Sincerely,

Terry Hannigan
Coordinator
International Student Services

Celia Greenberg
Office of Student Life

Barrie A. Peterson
Barrie Peterson
Coordinator
Office of Student Life

(914) 356-4650
145 College Road Suffern, New York 10901-3699

Appendix K

Haverstraw Local Learning Center - Visitation to Main Campus

ROCKLAND
COMMUNITY
COLLEGE
State University of New York

October 21, 1986

Dear ESL Haverstraw Instructors:

I have arranged to have students (see attached sheet) come to Main Campus for a tour on Monday, November 10th, 11 A.M. until 1:30 P.M. I hope their early departure from your class on that day will not cause problems with your teaching schedules. Please let me know if it is a problem and we will try to make adjustments (ext. 269).

Because of this tour, I will not teach my one hour segment to the lower level ESL students on Monday, November 10th (CS035). Please advise students that the lost class time will be made up during November.

Thank you for your attention in this matter.

Sincerely,

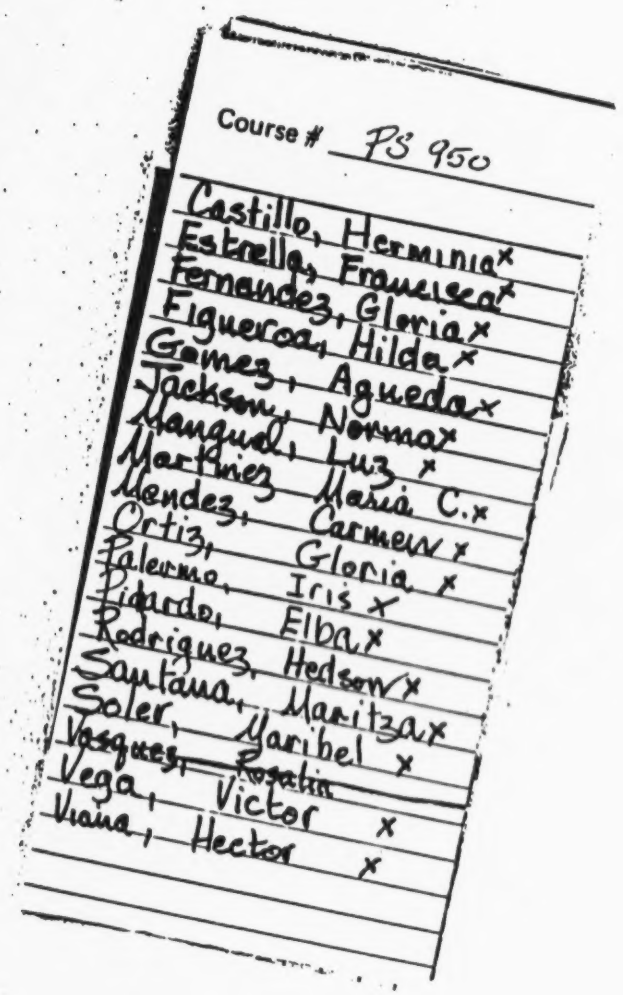
Terence P. Hannigan

Terence P. Hannigan

cc: Julia Kolvchevich
Margaret Martin ✓
Oden Oak

enc.

(914) 356-4650
145 College Road Suffern, New York 10901-3699



Course # PS 950

Castillo, Herminia x
Estrella, Francisca x
Fernandez, Gloria x
Figueroa, Hilda x
Gomez, Agueda x
Jackson, Norma x
Manguel, Luz x
Martinez, Maria C. x
Mendez, Carmen x
Ortiz, Gloria x
Palermo, Iris x
Pizarro, Elba x
Rodriguez, Hedson x
Santana, Maritza x
Soler, Yaribel x
Vasquez, Rosalia
Vega, Victor x
Viana, Hector x

ERIC Clearinghouse for Junior Colleges JUN 03 1988